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ABSTRACT

Part 1 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the evaluation of curriculum. Three competencies are considered: (1) that a curriculum consultant should be capable of providing leadership in designing and implementing and evaluation approach to curriculum development, (2) that a curriculum consultant should be capable of developing formative and summative evaluation procedures applicable to curriculum development efforts, and (3) that a curriculum consultant should be capable of interpreting evaluation data on curriculum development. Among materials included in the manual are a list of behavioral objectives for the module and enabling activities and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

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Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 1.0 Evaluating / Curriculum

Competency 1.1 A curriculum consultant should be capable of providing leadership in designing and implementing an evaluation approach to curriculum development.

February 1974

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123136

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 1: Evaluating / Curriculum

MODULE ELEMENT SCOPE:

This module is designed to assist you in gaining familiarity with evaluation models applicable to curriculum development, understanding the role of evaluation in curriculum development, and becoming skilled in designing both formative and summative evaluation procedures. Specific attention is given to activities requiring you to review the literature on curriculum evaluation in addition to activities which engage you in evaluation decisions. You will gain skills in designing, analyzing, and applying evaluation procedures to curriculum development efforts.

MODULE ELEMENT SPECIFICATIONS:

Competency 1.1: A curriculum consultant should be capable of providing leadership in designing and implementing an evaluation approach to curriculum development.

Competency Components:

1.1.1: To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum.

1.1.2: To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

1.1.3: To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

1.1.4: To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Conference Record

Instructor _____

Office Address _____ Phone _____

Home Address _____ Phone _____

Other trainees on same module:

_____ _____

Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Referen
			1.1.1.1 The trainee will be able to use library-housed reference materials to locate information on the evaluation of curriculum.	
			1.1.1.2 The trainee will be able to utilize the services offered by ERIC to locate material on the evaluation of curriculum.	
			1.1.1.3 The trainee will be able to identify three periodicals which routinely publish information relevant to the evaluation of curriculum.	
			1.1.2.1 The trainee will be able to identify two major evaluation models and the authors associated with them which are applicable to curriculum development.	
			1.1.2.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation models.	
			1.1.2.3 The trainee will be able to demonstrate familiarity with three different views held on the evaluation of curriculum as reflected in conference presentations, position papers, and other arm-chair types of communiqués.	
			1.1.3.1 The trainee will be able to locate three evaluation products (interim or final reports, summaries, etc.) resulting from three different curriculum projects.	
			1.1.3.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation products from different curriculum projects.	
			1.1.4.1 The trainee will be able to develop a position paper on the relationship of behavioral objectives to curriculum evaluation.	
			1.1.4.2 The trainee will be able to justify content validity, sequence, content integration, and the appropriateness of learning experiences, as <u>content</u> variables warranting attention in the evaluation of curriculum.	
			1.1.4.3 The trainee will be able to justify cognitive abilities, cultural background, and prior educational history, as <u>learner</u> variables warranting attention in the evaluation of curriculum.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			1.1.4.4 The trainee will be able to justify format, teacher characteristics, and administrative structure, as structural variables warranting attention in the evaluation of curriculum.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

1.1.1.2.A

1.1.2.1.A

1.1.2.2.A

1.1.3.1.A

1.1.3.2.A

1.1.4.1.A

1.1.4.2.C

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.1.1 To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum.

Behavioral Objectives:

1.1.1.1 The trainee will be able to use library-housed reference materials to locate information on the evaluation of curriculum.

1.1.1.2 The trainee will be able to utilize the services offered by ERIC to locate material on the evaluation of curriculum.

1.1.1.3 The trainee will be able to identify three periodicals which routinely publish information relevant to the evaluation of curriculum.

Competency Component: 1.1.1 To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum development.

Behavioral Objective: 1.1.1.1 The trainee will be able to use library-housed reference materials to locate information on the evaluation of curriculum.

Enabling Activities	*Resources*	*Comments*
1.1.1.1.A Throughout this module you will be asked at various times to make use of library materials in securing information on the evaluation of curriculum. Many students are not aware of the many different library sources that are available and, therefore, are limited in finding the most relevant information. The two types of materials most often used are books and journals. The card catalog is an index of all the books available in the library. The Library Reference Section is useful in locating materials in print, journal or microfilm form. Some of the references to be found in the Reference Section are Current Index to Journals in Education (CIJE), Education - Index Dissertation Abstracts International, etc. Using the card catalog, Reference Section, etc., identify at least five reference materials which contain information on the evaluation of curriculum. These references should represent books, journals, microfilm, etc. List the reference and the library		

1.1.1.1.A (continued)

source used in locating each reference. An example would be as follows:

Davies, Ivor. "Some Process Concerns about Formative Evaluation." Viewpoints, Vol. 48, No. 4 (July, 1972) pp. 1-8. EJ 063 202 found in Current Index to Journals in Education.

Competency Component: 1.1.1 To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum development.

Behavioral Objective: 1.1.1.1 The trainee will be able to use library-housed reference materials to locate information on the evaluation of curriculum

Activity No.	*Evaluation Criteria*
1.1.1.1.A	In this activity the trainee was asked to use library-housed reference materials to locate information on the evaluation of curriculum. To complete this activity the trainee was asked to identify five reference materials. The references were to be secured from books, journals, microfilm, etc. The trainee was asked to list the reference and the library source used in locating each reference. Two examples would be: Davies, Ivor. "Some Process Concerns about Formative Evaluation." Viewpoints, Vol. 48, No. 4 (July, 1972), pp. 1-8. EJ 063 202 found in Current Index to Journals in Education. Dall, Ronald C. Curriculum Improvement: Decision-making and process. Boston: Allyn & Bacon, Inc., 1970. secured from card catalog.

Competency Component: 1.1.1 To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum development.

Behavioral Objective: 1.1.1.2 The trainee will be able to utilize the services offered by ERIC to locate material on the evaluation of curriculum.

Enabling Activities	*Resources*	*Comments*
1.1.1.2.A Educational Resource Information Center (ERIC) is a systematic nationwide organization which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates educational information. It is funded through the U.S. Office of Education Bureau of Research with the primary function of providing administrators, teachers, researchers, and students access to documents in all areas of educational research. If you are not familiar with ERIC consult Behavioral Objective 7.1.1.2. The purpose of this Behavioral Objective is to acquaint you with the function of ERIC and how to make use of it. Therefore, you need only complete the activities to the satisfaction of your needs and these activities need not be turned in. However, if you do not complete the activities to an extent that you are familiar with the use of ERIC, you will encounter difficulties completing activity 1.1.1.2.A. After you have become adept at using the ERIC system consult the Thesaurus of ERIC Descriptors and	1.1.1.2.A Resource File 1.1.1.2.A	

1.1.1.2.A

select these descriptors which you believe will identify abstracts pertaining to the evaluation of curriculum. Remember to be specific in your selection of descriptors. In fact, you may want to consult with your instructor to determine if your descriptors are specific enough. After you have made a decision on the descriptors to be used obtain an ERIC Information Retrieval Request Form from Resource File 1.1.1.2.A. Complete the request form by filling in all the necessary information and initiate the ERIC search.

After you have received your printout select at least two of the abstracts and read them to determine if they contain information which you feel is beneficial in the evaluation of curriculum. Write a brief summary paragraph for each abstract of your opinion of the usefulness of these materials. Submit your printout and summary paragraphs to your instructor for evaluation.

In summary, the following will need to be completed for this activity:

1. Become familiar with ERIC and how to use ERIC.
2. Selection of descriptors.
3. ERIC search conducted.
4. Two abstracts from the printout analyzed.
5. Summary paragraphs written.

1.1.1.2.A (continued)

select those descriptors which you believe will identify abstracts pertaining to the evaluation of curriculum. Remember to be specific in your selection of descriptors. In fact, you may want to consult with your instructor to determine if your descriptors are specific enough. After you have made a decision on the descriptors to be used obtain an ERIC Information Retrieval Request Form from Resource File 1.1.1.2.A. Complete the request form by filling in all the necessary information and initiate the ERIC search.

After you have received your printout select at least two of the abstracts and read them to determine if they contain information which you feel is beneficial in the evaluation of curriculum. Write a brief summary paragraph of your opinion of the usefulness of these materials. Submit your printout and summary paragraphs to your instructor for evaluation.

In summary, the following will need to be completed for this activity:

1. Become familiar with ERIC and how to use ERIC.
2. Selection of descriptors.
3. ERIC search conducted.
4. Two abstracts from the printout analyzed.
5. Summary paragraphs written.

Competency Component: 1.1.1. To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum development.

Behavioral Objective: 1.1.1.2 The trainee will be able to utilize the services offered by ERIC to locate material on the evaluation of curriculum.

Activity No.	*Evaluation Criteria*
1.1.1.2.A	The trainee was asked to utilize the service offered by ERIC to locate material on the evaluation of curriculum. If the trainee was familiar with ERIC and how to use ERIC he was to proceed on with the completion of the activity. However, if the trainee was not familiar with ERIC or how to use ERIC Behavioral Objective 7.1.1.2 should have been completed. After becoming adept at using ERIC the trainee was to consult the Thesaurus of ERIC Descriptors and select descriptors which would be beneficial in identifying abstracts pertaining to the evaluation of curriculum. The trainee was cautioned to be specific in the selection of descriptors and was also informed it might be beneficial to have the selected descriptors checked by the instructor before continuing the activity. The following are examples of appropriate descriptors: Curriculum evaluation Course evaluation Evaluation criteria Evaluation methods Evaluation techniques The trainee should then fill out an ERIC Information Retrieval Request Form from Resource File 1.1.1.2.A and initiate the ERIC search. After the trainee had received the printout two of the abstracts were to be read and analyzed to determine if they contain pertinent information on the evaluation of curriculum. A summary paragraph of the trainee's opinion of the usefulness of the references was to be included. The trainee was asked to submit the printout and summary paragraphs for evaluation. Consult with the trainee about his selection of descriptors in obtaining the most appropriate information.

Competency Component: 1.1.1 To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum.

Behavioral Objective: 1.1.1.3 The trainee will be able to identify three periodicals which routinely publish information relevant to the evaluation of curriculum.

Enabling Activities	*Resources*	*Comments*
1.1.1.3.A A search of the literature in the area of curriculum evaluation will reveal very few books which deal specifically with curriculum evaluation. It is usually necessary to search out this information from books on curriculum development, curriculum design, etc. In contrast to this, journal articles deal with curriculum evaluation and more specifically, different aspects of curriculum evaluation. Much of the information on curriculum evaluation will be found in journals written for general education. In special education there is no journal geared specifically to a curriculum topic. However, you will often find a journal which publishes articles relating to instruction, curriculum evaluation, etc. Keep in mind that journals often devote one issue to a certain topic. An example of this is Phi Delta Kappan, March 1970, which devoted the issue to the general topic of "Curriculum in the '70's." There are several journals which routinely publish information relevant		

1.1.1.3.A (continued)

to the evaluation of curriculum. It is your task to identify three of these periodicals.

1.1.1.3.B

In the above activity you were asked to identify three periodicals which routinely publish information relevant to the evaluation of curriculum. Select one of these periodicals and compile a list of the articles which have been published in a one-year period on the topic of curriculum evaluation. This list will be of value to you as a reference in the completion of activities throughout this module. In fact, you may wish to make a list of articles published by all three of the periodicals selected in 1.1.1.3.A or you may want to compile it of articles published in a two- or three-year period. Be sure to note any issues that may devote all the articles to the evaluation of curriculum.

Competency Component: 1.1.1 To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum.

Behavioral Objective: 1.1.1.3 The trainee will be able to identify three periodicals which routinely publish information relevant to the evaluation of curriculum.

Activity No.	*Evaluation Criteria*
1.1.1.3.A	The trainee was asked to do a search of the literature to identify three periodicals which routinely publish information relevant to the evaluation of curriculum. The following are examples of appropriate journals: School Review Clearing House Educational Technology Phi Delta Kappan Viewpoints Review of Educational Research Journal of Educational Measurement Harvard Education Review
1.1.1.3.B	The trainee was asked to select one of the periodicals identified in activity 1.1.1.3.A and compile a list of the articles which have been published in a one-year period. However, it was noted that it may be of value to do this for all three periodicals or for a two- or three-year period since it will be a good reference for the completion of other activities throughout the module. Discuss with the trainee the usefulness of the list of articles.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.1.2 To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Behavioral Objectives:

1.1.2.1 The trainee will be able to identify two major evaluation models and the authors associated with them which are applicable to curriculum development.

1.1.2.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation models.

1.1.2.3 The trainee will be able to demonstrate familiarity with three different views held on the evaluation of curriculum as reflected in conference presentations, position papers, and other arm-chair types of communiqués.

Competency Component: 1.1.2 To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Behavioral Objective: 1.1.2.1 The trainee will be able to identify two major evaluation models and the authors associated with them which are applicable to curriculum development.

Enabling Activities	*Resources*	*Comments*
1.1.2.1.A Evaluation is an integral part of the entire curriculum process. Curriculum evaluation and curriculum development go hand in hand. That is, curriculum evaluation is intertwined with curriculum development. A study of the professional literature on curriculum evaluation often leaves the reader in a state of confusion. Hilda Taba in her book Curriculum Development: Theory and Practice makes reference to the following causes of this confusion: (1) the term evaluation can be used to refer to different processes such as rendering a value judgment based on sheer opinion to the careful gathering of evidence; (2) anything about a school's curriculum can be evaluated, i.e., objectives, scope, degree to which objectives are implemented, etc.; and (3) evaluation can be carried out at a variety of levels by different categories of people. Taba only begins to enumerate the many reasons for this confusion. In the journal, Review of Educational Research, the following two articles give more evidence of the many problems:	1.1.2.1.A Resource File 1.1.2.1.A Westburg, Ivan. "Curriculum Evaluation." Review of Educational Research, Vol 40, No. 2 (April, 1970), pp. 239-260. Baker, Robert L. "Curriculum Evaluation." Review of Educational Research, Vol. 39, No. 3 (June, 1969), pp. 339-358. Resource File 1.1.2.2.A	

1.1,2.1.A (continued)

Westburg, Ivan. "Curriculum Evaluation." Vol. 40, No. 2 (April, 1970), pp. 239-260.

Baker, Robert L. "Curriculum Evaluation." Vol. 39, No. 3 (June, 1969), pp. 339-358.

A model is an analogy or a way of looking at things. Therefore, looking at evaluation models should help the learner gain a better perspective of curriculum evaluation. Resource File 1.1.2.2.A contains examples of evaluation models. These models will be used in the completion of activity 1.1.2.2.A. However, you may wish to look at them to gain a better understanding of a model.

Contained in Resource File 1.1.2.1.A are the two articles cited above. You are to read these articles to gain a better understanding of the reason for confusion in this area.

Also in these articles you will find mention of some of the evaluation models. After reading these articles, conduct a search of the literature to identify two of the major evaluation models and the authors associated with them.* Remember, the models in Resource File 1.1.2.2.A are examples and are not to be used in this activity.

* Do not limit yourself to those models mentioned in the article Use these only as points of reference.

1.1.2.1.B

Select one of the models you identified in the above activity for further study. Review the model and write a summary paragraph explaining this model. This paragraph should not be detailed. It should, however, reflect your understanding of the model.

Competency Component: 1.1.2. To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Behavioral Objective: 1.1.2.1 The trainee will be able to identify two major evaluation models and the authors associated with them which are applicable to curriculum development.

Activity No.	*Evaluation Criteria*
1.1.2.1.A	For purposes of this module a model is defined as an analogy or a way of looking at things. Completion of this activity required the trainee to (1) read the two cited articles to become familiar with some of the evaluation models, (2) look at specific examples of evaluation models to become more familiar with them, and (3) conduct a search of the literature to identify two major evaluation models and the authors associated with them. Since the trainees conducted a search of the literature, it is expected each trainee's response will be different. However, there are major evaluation models that can be expected to be included. Examples of these are: Bloom Glaser Scrivin Larkens and Shaver EPIE Crittenden Taba Doll Oliver McDonald
1.1.2.1.B	The trainee was to select one of the models which had been identified in activity 1.1.2.1.A for further study. After taking a close look at the model a summary paragraph explaining the model was to be written. This summary paragraph should reflect the trainee's understanding of the model.

Competency Component: 1.1.2 To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Behavioral Objective: 1.1.2.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation models.

Enabling Activities	*Resources*	*Comments*
1.1.2.2.A The intent of the previous activity was to acquaint you with some of the various models of evaluation which are being used in the area of curriculum evaluation. This was accomplished through exposure to the literature which made mention of various models and more specifically by your being able to identify two models and the authors associated with them. Evaluation models differ in many respects. One of these is in regard to the interest of the author. For example, there are models which are concerned primarily with objectives, models that are related to materials, etc. In this activity you will be broadly looking at four different evaluation models, then analyzing two of these models. The model by Crane and Abt pertains to curriculum materials and is a technique for calculating the cost-effectiveness of the curriculum material. This involves a breakdown and analysis of components, i.e., cost and quality. Scriven's model of evaluation is a general model for teaching instruments. Doll presents a model to be used in the evaluation of improvement programs. This model is presented	1.1.2.2.A Resource File 1.1.2.2.A	

1.1.2.2.A (continued)

in the form of a sequence of actions which should be taken. Stake is in agreement with many authors concerning the involvement of judgment in the evaluation process. He sets forth a model which should be used in the gathering of data.

In Resource File 1.1.2.2.A are the four models of evaluation which were briefly described above. Review the four models and then select two of the models for further study. For each of the models you selected, prepare an outline of the perceived strengths and weaknesses of that model.

1.1.2.2.B

As a curriculum consultant you will often be called upon by various people, i.e., superintendents, principals, supervisors, etc., to discuss the evaluation of curriculum. There are many directions you could take in presenting this information. Perhaps one way of simplifying this information and presenting it in a systematic manner would be through the use of a model.

Imagine yourself working with a curriculum committee in a school system and you are discussing with them the entire curriculum process. Thus far, you have discussed development of aims, goals, and objectives, selection of content, and selection of learning experiences. Now you are ready to begin

1.1.2.2.B (continued)

discussing the topic of evaluation. To help present this area of evaluation you are going to present a model to the group. Prepare the model you would use along with a brief description of the model. You may choose to narrow in on one area as done in the models studied in the previous activity or you may choose to prepare a more general model. Keep in mind the strengths and weaknesses of the models you have looked at when preparing your model.

Competency Component: 1.1.2 To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Behavioral Objective: 1.1.2.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation models.

Activity No.	*Evaluation Criteria*
1.1.2.2.A	The trainee was asked to broadly look at four different evaluation models, then select two of these models for further study. For each of the models selected the trainee was to prepare an outline of the perceived strengths and weaknesses of the model. In evaluating the trainee's response be sensitive to his having a working understanding of the model. His response should clearly indicate that he has studied the model and has perceived the major strengths and weaknesses of the model. If you are in doubt about his understanding of the model discuss it with him and help him by clarifying and adding to his understanding of the model.
1.1.2.2.B	The trainee was asked to put himself in the role of presenting the curriculum process to a curriculum committee. In his presentation of the evaluation of curriculum he was to prepare a model. This model could be general or it could be on one aspect of evaluation. The trainee was also to prepare a brief description of the model. The model should reflect the trainee's understanding of the evaluation of curriculum. The model and description should be evaluated with reference to the following criteria: completeness originality understanding of topic creativeness etc.

Competency Component: 1.1.2 To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Behavioral Objective: 1.1.2.3 The trainee will be able to demonstrate familiarity with three different views held on the evaluation of curriculum.

Enabling Activities	*Resources*	*Comments*
1.1.2.3.A The previous activity alluded to the fact that not all writers support the same view on the evaluation of curriculum. These differences vary because of the individual writer's interest in particular aspects. An example of this would be Stake's concern with the aspect of judgment and its place in evaluation. As a result of these differences of opinion the evaluation of curriculum does not hold to any one view. The trainee must be aware of this when pursuing a study of the evaluation of curriculum. In the completion of this activity your task is to identify three different views held on the evaluation of curriculum. Be open to the many sources containing this information, i.e., conference presentations, position papers, etc. Identify three different views and the author or authors associated with each of the views. Also write a brief summary of each of the views. Be sure to indicate your sources of information.		

1.1.2.3.B

At this point you have identified three views held on the evaluation of curriculum. However, being able to identify these views does not mean you are really familiar with them. Briefly compare and contrast the three views you identified earlier.

1.1.2.3.C

Thus far you have been concerned with the views of other writers. In this activity you are to formulate your own view concerning the evaluation of curriculum. Prepare a position paper summarizing your own philosophy of the evaluation of curriculum. This is to be a brief paper stating your view.

Competency Component: 1.1.2 To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

Behavioral Objective: 1.1.2.3 The trainee will be able to demonstrate familiarity with three different views held on the evaluation of curriculum.

Activity No.	*Evaluation Criteria*
1.1.2.3.A	To complete this activity the trainee was to identify three different views held on the evaluation of curriculum. The views were to be identified along with the author or authors supporting the view and the sources used to obtain the information. The trainee was also to write a brief summary of each of the views. The trainee's response should indicate he spent time searching the literature to identify the three views held. The summary of each view should reflect the trainee's understanding of the view. If this is not the case the trainee should be asked to explain the view.
1.1.2.3.B	Being able to identify views on the evaluation of curriculum does not necessarily mean the trainee is really familiar with these views. Therefore, the trainee was asked to compare and contrast the three views which had been identified in activity 1.1.2.3.A. The trainee's response should reflect his understanding of each of the views separately and how they compare with each of the other views. This need not be lengthy but should be complete and to the point.
1.1.2.3.C	It is very dificult to evaluate another person's philosophy of a topic. Therefore, the response for this activity should indicate the trainee has spent some time developing his own view of the evaluation of curriculum and has not copied that of someone else. The trainee's response should reflect his understanding of the evaluation of curriculum. If a deficiency exists due to a lack of being able to express himself, the trainee should be helped by the instructor concerning this. However, if it is due to a lack of understanding, the instructor should help the trainee by giving him further guidance.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.1.3 To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

Behavioral Objectives:

1.1.3.1 The trainee will be able to locate three evaluation products (interim or final reports, summaries, etc.) resulting from three different curriculum projects.

1.1.3.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation products from different curriculum projects.

Competency Component: 1.1.3 To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

Behavioral Objective: 1.1.3.1 The trainee will be able to locate three evaluation products (interim or final reports, summaries, etc.) resulting from three different curriculum projects.

Enabling Activities	*Resources*	*Comments*
1.1.3.1.A Two common reasons for the evaluation of curriculum are (1) program participants will become aware of what they have accomplished which in turn gives guidance for further action, and (2) for the justification of expenditures of time, talent, and money. In the past few years there has been a flow of federal funds being used in the establishment of curriculum projects. For a period of time evaluation products of these projects existed only in the files of these projects. However, this is no longer true. The time has come when an accounting or evaluation of these projects is necessary. This has led to the questions about what might be the right kind, the right time, and the right reasons for evaluation. More and more it is becoming accepted that the evaluation of curriculum is a body of techniques, methodology, and principles which insure a systematic form of evaluation. There are basically two dimensions of evaluation to be considered in the evaluation of curriculum projects.	1.1.3.1.A Resource File 1.1.3.1.A	

1.1.3.1.A (continued)

These are (1) the evaluation of an an entire program or (2) the evaluation of component elements of the program. Evaluating an entire program involves looking at the "whole program" which means a very comprehensive evaluation. Attention must be given to both the products of the program and the processes employed in operation. Evaluating component elements permits study in depth.

There are a number of curriculum projects located at universities throughout the United States. Examples of these are Biological Science Curriculum Study (BSCS) at the University of Colorado, The Social Living Curriculum at Yeshiva University, Arithmetic Curriculum Project at the University of Connecticut, and the Special Education Curriculum Training Center (SECTraC) at the University of Missouri.

Resource File 1.1.3.1.A contains a list of centers and universities which are engaged in curriculum development work. College professors, administrators, other teachers, etc., are a good source of information in learning about the different curriculum projects in existence.

Your task is to locate three evaluation products which are a result of three different curriculum projects. This will probably require you to contact the resource directly requesting any evaluation products they may have. Be specific in the type of information

1.1.3.1.A (continued)

you request since there are a vast number of different types of products available. After you have received these products prepare a file which includes the three resources contacted and the information you received.

Competency Component: 1.1.3 To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

Behavioral Objective: 1.1.3.1 The trainee will be able to locate three evaluation products (interim or final reports, summaries, etc.) resulting from three different curriculum projects.

Activity No.	*Evaluation Criteria*
1.1.3.1.A	The purpose of this activity was to acquaint the trainee with evaluation products from three different curriculum projects. To acquaint the trainee with these products it is necessary for the trainee to come into contact with these materials. Therefore, the trainee was to locate three evaluation products and request from them materials pertaining to evaluation. The trainee was then to set these materials up in file form to be turned in. In discussing these materials with the trainee it should be apparent they were specific in what they requested. Briefly go through the information and discuss the information with the trainee. It would be advisable to point out some of the more important information of which they are to be aware.

Competency Component: 1.1.3 To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

Behavioral Objective: 1.1.3.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation products from different curriculum projects.

Enabling Activities	*Resources*	*Comments*
1.1.3.2.A The purpose of Activity 1.1.3.1 was to acquaint you with some of the curriculum projects in existence and the types of work they have been conducting in the area of evaluation. In this activity your effort will be concentrated on analyzing specific evaluation products from different curriculum projects. Resource File 1.1.3.2.A contains examples of evaluation products from different curriculum projects. Contained in this file are the following: "Program Models for EMR Students: A First Year Evaluation" is a report from the project directed by Dr. Noffsinger to develop behavioral objectives. "Guidelines for Evaluation of the Social Living Curriculum, " "Everything You Always Wanted to Know About Evaluation of Social Living Curriculum," and "Continuation" are products from the Curriculum Research and Development Center in Mental Retardation directed by Dr. Goldstein,	1.1.3.2.A Resource File 1.1.3.2.A	

1.1.3.2.A (continued)

"A Proposal for the Production and Evaluation of Model Life Science Materials for MR Secondary School Districts" is a progress report prepared by BSCS.

The above cited products or products which you have previously identified are to be used in completing this activity. Your task is to select any one of the evaluation products, analyze it, then identify and discuss the relative strengths and weaknesses of this evaluation product.

1.1.3.2.B

Assume that you are a curriculum consultant and have been requested by one of the curriculum projects to serve on an evaluation team. One of the responsibilities of this team is to analyze the evaluation product of the curriculum project. The purpose of this analysis is to indicate any deficits that occur in the evaluation product and suggest how these deficits might be corrected. Each member of this team has been asked to analyze the evaluation product and prepare a written report describing how the evaluation product might be improved. In preparation of this report the following aspects should be considered:

1. rationale for the evaluation
2. goals of the evaluation

1.1.3.2.B

Resource File 1.1.3.2.A

1.1.3.2.B (continued)

3. organizational structure of the evaluation product
4. data collection
5. evaluation instruments used
6. relevance of the evaluation
7. quality of the evaluation product

etc.

Any of the products contained in Resource File 1.1.3.2.A or any you have identified may be used to complete this activity.

Note: This report is not to be lengthy; however, it should be complete.

Competency Component: 1.1.3 To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

Behavioral Objective: 1.1.3.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation products from different curriculum projects.

Activity No.	*Evaluation Criteria*
1.1.3.2.A	In this activity the trainee was asked to look at various evaluation products from different curriculum projects from across the United States. The trainee was to look through all these products contained in Resource File 1.1.3.2.A. From these identified products the trainee was asked to select one of the products, analyze it, and then discuss the relative strengths and weaknesses of this evaluation product. The trainee's response should indicate that he carefully analyzed the products in order to identify the strengths and weaknesses. The response should also indicate the trainee's understanding of the evaluation process.
1.1.3.2.B	The trainee was to assume the role of a curriculum consultant who had been requested by a curriculum project to serve on an evaluation team. In this role the trainee was to analyze one of the evaluation products from Resource File 1.1.3.2.A. to identify any deficits that occur in the evaluation product. From this analysis the trainee was to make a written report describing how the evaluation product could be improved. It was suggested to the trainee to consider the following aspects in the preparation of this written report. Rationale for the evaluation Goals of the evaluation Organizational structure of the evaluation product Data collection Evaluation instrument used Relevance of the evaluation Quality of the evaluation product, etc. This written report should reflect the trainee's understanding of the evaluation product. It should also indicate the trainee looked at all aspects of the evaluation process underlying this evaluation product. The trainee's response need not be lengthy, but it should be complete and include all the important information.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.1.4: To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objectives:

1.1.4.1 The trainee will be able to develop a position paper on the relationship of behavioral objectives to curriculum evaluation.

1.1.4.2 The trainee will be able to justify content validity, sequence, content integration, and the appropriateness of learning experiences, as content variables warranting attention in the evaluation of curriculum.

1.1.4.3 The trainee will be able to justify cognitive abilities, cultural background, and prior educational history, as learner variables warranting attention in the evaluation of curriculum.

1.1.4.4 The trainee will be able to justify format, teacher characteristics, and administrative structure, as structural variables warranting attention in the evaluation of curriculum.

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.1 The trainee will be able to develop a position paper on the relationship of behavioral objectives to curriculum evaluation.

Enabling Activities	*Resources*	*Comments*
1.1.4.1.A In the study of evaluation, consideration must be given to the use of behavioral objectives. Various terms such as outcomes, aims, goals, purposes, behavioral objectives, educational objectives, instructional objectives, etc., have been utilized for describing different levels of objectives. For the purposes of this module the term "behavioral objective" is defined as a statement written from the perspective of a learner which specifies a desired outcome; indicates the conditions under which the behavior will be performed; and specifies the level of performance which will be accepted as successful. Although many models of employing different levels of specification of behavioral objectives have been developed, our main interest will be in terms of the relationship of behavioral objectives to curriculum evaluation. Behavioral objectives serve many purposes. One of the major functions is the identification and selection of activities or learning experiences. Activities should be chosen to satisfy the behavioral objectives.	1.1.4.1.A Resource File 1.1.4.1.A Glaser, Robert. "Objectives and Evaluation: An Individualized System." From Short, Edmund, and George Marconnit. Dubuque, Iowa: Wm. C. Brown Co., Publisher, 1968, pp. 330-332. Andersen, Dan, Macdonald, James, and May, Frank. Strategies of Curriculum Development. Columbus: Charles E. Merrill Books, Inc., 1965, pp. 89-106. Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace & World, Inc., 1962, pp. 194-210.	

1.1.4.1.A

Another major function of behavioral objectives is that of forming one of the major referents for evaluation. Objectives should be incorporated into a sound and systematic process of evaluation. The evaluation should be conducted through the implementation of a systematic design. The purpose of this evaluation design is to decide how data should be collected and analyzed in order to determine if the objectives are being met. If the objectives are being met, then the expected outcomes of the program are being produced. However, it is often difficult to determine if this is true because of the vague formulation of many behavioral objectives. Since Mager's book, Preparing Instructional Objectives, there has been a tremendous volume of information written on objectives. However, it is often difficult for people to formulate good behavioral objectives. And only when good behavioral objectives have been formulated can evaluation be effective.

Several references have been cited which will introduce you to behavioral objectives. The intent of this activity is to familiarize you with the relationship of behavioral objectives to the curriculum evaluation process and not to have you become proficient in the skills of writing behavioral objectives. Therefore, focus your attention on the material which is concerned with familiarization rather than upon the mechanics of formulation.

1.1.4.1.A (continued)

In Resource File 1.1.4.1.A you will find the cited articles. Select two of these references or any others you may have come across to gain a better understanding of the use of behavioral objectives in the curriculum evaluation process. After you have read the articles generate a list of the functions of behavioral objectives in relationship to the evaluation of curriculum.

1.1.4.1.B

In the previous activity you became familiar with the function of behavioral objectives in the evaluation process. Using the information you gained from the previous activity and any of the cited references or those you have identified, develop a position paper on the relationship of behavioral objectives and the curriculum evaluation process. This paper should be no more than three pages in length.

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.1 The trainee will be able to develop a position paper on the relationship of behavioral objectives to curriculum evaluation.

Activity No.	*Evaluation Criteria*
1.1.4.1.A	A behavioral objective was defined as a statement written from the perspective of a learner which specifies a desired outcome, indicates the conditions under which the behavior will be performed, and specifies the level of performance which will be accepted as successful. Behavioral objectives serve many purposes. One of these purposes is that of forming one of the major referents for evaluation. Objectives should be incorporated into a sound and systematic process of evaluation. The trainee was asked to select two references from Resource File 1.1.4.1.A to gain a better understanding of the use of behavioral objectives in the curriculum evaluation process. After making the reference the trainee was to generate a list of the functions of behavioral objectives in relation to the evaluation of curriculum. Depending upon the reference selected the trainee's response should include such functions as the identification and selection of activities or learning experiences, a referent for evaluation, etc.
1.1.4.1.B	In this activity the trainee was to use the knowledge and information gained in the previous activity to develop a position paper on the relationship of behavioral objectives and the curriculum evaluation process. Since this is a position paper a variety of responses should be expected. However, the response of the trainee should indicate the trainee's understanding of behavioral objectives in relation ot the curriculum evaluation process.

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.2 The trainee will be able to justify content validity, sequence, content integration, and the appropriateness of learning experiences, as content variables warranting attention in the evaluation of curriculum.

Enabling Activities	*Resources*	*Comments*
1.1.4.2.A The evaluation of curriculum must take into consideration what will be referred to as content variables. Included in this category of content variables are content validity, content integration, sequence, and learning experiences. For purposes of this model, the following definition will be used for each of the following content variables: Content validity - the extent to which the content reflects the contemporary knowledge in any subject or area. Sequence - refers to when a body of knowledge should be offered and the order of the presentation of the knowledge. Content integration - the involvement of one area or level of knowledge with other areas or levels of knowledge. Learning experiences - the interaction between learners and		

1.1.4.2.A (continued)
their environment which creates behavioral changes in the learner.

Each of the above listed content variables should be given considerable attention in the evaluation process. Many writers concern themselves with all or most of these content variables in their references on curriculum development and curriculum evaluation. However, as with any topic, there is always some difference of opinion. For example, certain authors are concerned with the time of the presentation of a certain topic in sequence, whereas other authors are concerned with the progression from specific facts to complete thought processes.

As a curriculum consultant you will need to be familiar with each of the content variables. It is your task to conduct a search of the literature to identify references which are concerned with these content variables. For each of the identified content variables locate two references which discuss that content variable.

1.1.4.2.B

In this activity you are to assume you are a curriculum consultant working with a curriculum evaluation team. It is your responsibility to provide the team with information on content variables which should be considered in the evaluation process. You are to prepare a presentation you would use which would provide the evaluation team with this knowledge.

1.1.4.2.B (continued)

There are several ways this could be accomplished, i.e., memo, media, model, etc. It is your task to prepare this presentation.

1.1.4.2.C

Resource File 1.1.4.2.C contains a card sorting task. Each card contains a statement which is a description of one of the content variables, i.e., content validity, content integration, sequence, or appropriateness of learning experiences. List each of the above content variables and then list each card number which pertains to that content variable.

1.1.4.2.C

Resource File 1.1.4.2.C

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.2 The trainee will be able to justify content validity,, sequence,, content integration, and the appropriateness of learning experiences, as content variables warranting attention in the evaluation of curriculum.

Activity No.	*Evaluation Criteria*
1.1.4.2.A	The purpose of this activity was to acquaint the trainee with the content variables, i.e., content validity, sequence, content integration, and appropriateness of learning experiences which warrant attention in the evaluation of curriculum. The trainee was given an orientation to each of the content variables. The task of the trainee was to conduct a search of the literature to identify references concerned with content variables. The trainee was to identify two references for each of the content variables. Since the topic of content variables is quite broad there will likely be a vast difference in the responses of the trainees. However, the following writers will probably be referenced: Wheeler Doll Saylor & Alexander Oliver Short Herrick Beauchamp Tyler etc.
1.1.4.2.B	The trainee was asked to assume the role of a curriculum consultant working with a curriculum evaluation team. In this capacity the guidance was to be provided with information on the content variables and their consideration in the evaluation process. The trainee was to prepare a presentation which would provide the evaluation team with this information. No procedure was set for this presentation; it was left to the trainee's discretion. Possible vehicles of relaying this information would be through a handout, verbal report, different media presentations, use of a model, etc. The trainee's response should be evaluated according to creativity, inclusion of material, appropriateness of material, etc.
1.1.4.2.C	In completion of this activity the trainee was to complete a card sorting task. Each of the cards contained a statement which provided a description of one of the content variables, i.e., content validity, content integration, sequence, or appropriateness of learning experiences. The trainee was asked to list each of the content variables and the card number which pertains to the content variable.

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.2 The trainee will be able to justify content validity, sequence, content integration, and the appropriateness of learning experiences, as content variables warranting attention in the evaluation of curriculum.

Activity No.	*Evaluation Criteria*
1.1.4.2.C (continued)	The following key should be used in the evaluation of the trainee's responses: Content validity 4 Content integration 1 6 Sequence 3 7 Appropriateness of learning experiences 2 5 When the trainee's response differs from the key the trainee should be asked to explain his rationale for the response which was made.

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.3 The trainee will be able to justify cognitive abilities, cultural background, and prior educational history, as learner variables warranting attention in the evaluation of curriculum.

Enabling Activities	*Resources*	*Comments*
1.1.4.3.A In the previous behavioral objective the emphasis was on the content variables which warrant attention in the evaluation of curriculum. The emphasis of this behavioral objective will be on learner variables. Learner variables are those variables which are concerned with the learner, i.e., cognitive abilities, cultural background, and prior educational history. In society there are many subgroups with their own cultural patterns and needs. For purposes of this module cultural background will consist of urban vs. getto, minority vs.majority, etc. These cultural backgrounds plus changes within our society have to be taken into consideration in the curriculum evaluation process. Ethnic or national backgrounds develop certain expectations from school and the status in society which a person can hope to reach. The cultural advantages, the experiences, influences, occupations, etc. will all have an effect on the learner. Elements of change which have to be considered are movement of the		

1.1.4.3.A (continued)

population within the society. For example, the movement of population from Puerto Rico to the mainland, continuous movement to the city, movement away from inner city, etc.

Another consideration is the influx of culturally deprived children to whom standardized tests are not applicable. Also not applicable to these children are the middle-class experiences.

The cognitive abilities of learners must also receive attention in the evaluation process. No longer can schools put emphasis on the "average student." Consideration must be given to all levels of learners' cognitive abilities.

Many theories of cognitive abilities can be found in the literature, i.e., Bruner, Bloom, Gagné, Piaget, etc. Curriculum development should be based on some theory and, therefore, this theory will play a role in the curriculum evaluation process.

A learner's prior educational history and prior experiences should receive attention also. Educational experiences should be in conjunction with that which has already been learned. Consideration also should be given to the fact that modern children have more opportunities for wider experiences.

The learner variables which have been mentioned above are discussed in most curriculum development and curriculum evaluation literature. Although they may not be dealt with in those specific terms, attention will be given to them. You are to search the

1.1.4.3.A (continued)

literature to find information on these learner variables. From the information identify and describe two examples of each type of learner variable. Be sure to indicate the references you used.

1.1.4.3.B

As was mentioned earlier there are several theories pertaining to cognitive abilities. Your task is to identify one of these theories and discuss how this theory would be used in the curriculum development process and, therefore, its influence in the curriculum evaluation process. This discussion should be specific and, therefore, it should not be involved and lengthy. The intent is to gain an understanding of how a theory of cognitive ability plays a role in the curriculum evaluation process.

Competency Component:	1.1.4	To assist trainees in becoming knowlegeable of the variables in curriculum development which must be considered in developing an evaluation plan.
Behavioral Objective:	1.1.4.3	The trainee will be able to justify cognitive abilities, cultural background, and prior educational history, as learner variables warranting attention in the evaluation of curriculum.

Activity No.	*Evaluation Criteria*
1.1.4.3.A	Learner variables are those variables which are concerned with the learner, i.e., cognitive abilities, cultural background, and prior educational history. Each of these learner variables were discussed to give the trainee an introduction to these variables. The trainee was then asked to search the literature to find further information on these learner variables. From this information the trainee was to identify and describe two examples of each type of learner variable. The trainee was also to include the reference used. The instructor should expect to receive a wide variety of responses to this activity. The response should indicate the trainee has an understanding of each of these different learner variables. If a response is not clear be sure to ask the trainee to explain why he selected his response as an example of that learner variable.
1.1.4.3.B	The trainee was to select a theory pertaining to cognitive abilities,i.e., Bruner, Bloom, Gagné, Piaget, etc. After reviewing this theory the trainee was to discuss how this theory could be used in the curriculum development process and, therefore, its influence in the curriculum evaluation process.

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.4 The trainee will be able to justify format, teacher characteristics, and administrative structure, as structural variables warranting attention in the evaluation of curriculum.

Enabling Activities	*Resources*	*Comments*
1.1.4.4.A Thus far your exposure has been with the content variables and learner variables and the role they have in the evaluation of curriculum. In this behavioral objective you will be concerned with structural variables, i.e., format, teacher characteristics, and administrative structure. The administrative structure is important from the aspect of the impetus it lends in providing the support that is needed for the evaluation of curriculum. This support includes such things as money, personnel, time, etc. In a way the administrative structure keeps things going. The administration must establish organization for improvement; interpret revision to the board of education; seek funds, personnel, materials, facilities, etc. It is necessary for the administrative structure to recognize its roles. It must realize it has certain leadership roles and the tasks of evaluation must be created and carried out by competent people. Teachers and teacher characteristics play a large role in the evaluation		

1.1.4.4.A (continued)

process. Teachers must realize that they no longer can be responsible for deciding upon the curriculum, implementing the curriculum, and conducting the evaluation of the curriculum. However, they need to realize to the extent to which they enter into each of these processes. Teachers now have to be receptive to a variety of teaching methods, teaching materials, curriculum content, children's needs, etc., with which they will come into contact. Teachers need to realize their role in the curriculum evaluation process. They are one of the key persons in the process since they are the ones who can supply the most direct information.

The stereotype teacher no longer has a place in the American education system. During the 1960's there was an increase in teacher militancy. Teachers have become aggressive in their demands and one of these demands is the reform of curriculum. Just as there exists a variety of children in our schools, so there exists a variety of teachers. Those persons responsible for the curriculum evaluation process need to be aware of this and take into consideration these different teacher characteristics.

The format is the organizational structure of the curriculum. Therefore, it must be taken into consideration in the curriculum evaluation process. There are a variety of formats within which curriculum can be designed.

1.1.4.4 (continued)

As was true with the content and learner variables, structural variables are discussed in the literature pertaining to curriculum development and curriculum evaluation. Search the literature pertaining to curriculum development and curriculum evaluation. Search the literature on the topic of structural variables. Write a summary paragraph for each structural variable explaining why it warrants attention in the evaluation of curriculum process.

1.1.4.4.B

In the previous activity you became acquainted with the structural variables which should be considered in the evaluation of curriculum. Now that you have this information select one of the structural variables, i.e., format, learner characteristics, or administrative structure to conduct a more indepth study. Having selected the structural variable you are most interested in pursue a study of that variable to discover those aspects of the variable which are important, the role of the variable, etc. This may be done through the use of an interview, questionnaire, checklist, etc. You may choose whichever vehicle you wish to gain this information.

Competency Component: 1.1.4 To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

Behavioral Objective: 1.1.4.4 The trainee will be able to justify format, teacher characteristics, and administrative structure, as structural variables warranting attention in the evaluation of curriculum.

Activity No.	*Evaluation Criteria*
1.1.4.4.A	In this activity the trainee was to look at structural variables, i.e., format, teacher characteristics, and administrative structures. Each of these structural variables were discussed to give the trainee an introduction to them. The trainee was asked to search the literature on the topic of structural variables. From the information gained in this search the trainee was asked to write a summary paragraph for each structural variable explaining why it warrents attention in the curriculum evaluation process. Each of these summary paragraphs should indicate the trainee's understanding of this structural variable and its involvement in the evaluation of curriculum.
1.1.4.4.B	The trainee was to select one of the structural variables and do a more in depth study of this variable. It was suggested this study be done through the use of an interview, questionnaire, checklist, etc. However, the trainee could use any vehicle to gain the information needed. The trainee's response should be evaluated in regard to the type of information included in the vehicle to gain the desired information about the structural variable selected.

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OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 1.0 Evaluating / Curriculum

Competency 1.2 A curriculum consultant should be capable of developing formative and summative evaluation procedures applicable to curriculum development efforts.

February 1974

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123136

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #1: Evaluating / Curriculum

MODULE ELEMENT SCOPE:

This module is designed to assist you in gaining familiarity with evaluation models applicable to curriculum development, understanding the role of evaluation in curriculum development, and becoming skilled in designing both formative and summative evaluation procedures. Specific attention is given to activities requiring you to review the literature on curriculum evaluation in addition to activities which engage you in evaluation decisions. You will gain skills in designing, analyzing, and applying evaluation procedures to curriculum development efforts.

MODULE ELEMENT SPECIFICATIONS:

Competency 1.2: A curriculum consultant should be capable of developing formative and summative evaluation procedures applicable to curriculum development efforts.

Competency Components:

1.2.1: To assist trainees in designing formative evaluation procedures for a curriculum development project.

1.2.2: To assist trainees in designing a formative field testing plan.

1.2.3: To assist trainees in designing summative evaluation procedures applicable to curriculum development.

1.2.4: To assist trainees in designing a summative field testing plan.

Conference Record

Instructor _____

Office Address _____ Phone _____

Home Address _____ Phone _____

Other trainees on same module:

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			1.2.1.1 The trainee will be able to describe the use of objective and subjective evaluation processes in evaluating curriculum.	
			1.2.1.2 The trainee will be able to define formative evaluation from the perspective of curriculum development.	
			1.2.1.3 The trainee will be able to describe in detail the views on formative evaluation held by two persons nationally known for their work in evaluation.	
			1.2.1.4 The trainee will be able to identify the variables in curriculum development which should be considered in formative evaluation.	
			1.2.1.5 The trainee will be able to prepare formative evaluation plan for a local curriculum development project.	
			1.2.1.6 The trainee will be able to determine the strengths and weaknesses of the formative evaluation plan for a selected curriculum development project.	
			1.2.2.1 The trainee will be able to determine what aspects of a curriculum project warrant formative field testing.	
			1.2.2.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a formative field test.	
			1.2.3.1 The trainee will be able to define summative evaluation from the perspective of curriculum development.	
			1.2.3.2 The trainee will be able to describe in detail the views on summative evaluation held by two people nationally known for their work in evaluation.	
			1.2.3.3 The trainee will be able to identify the variables in curriculum development which should be considered in summative evaluation.	
			1.2.3.4 The trainee will be able to prepare a summative evaluation plan for a local curriculum development project.	
			1.2.3.5 The trainee will be able to determine the strengths and weaknesses of a summative evaluation plan for a selected curriculum development project.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Reference
			1.2.4.1 The trainee will be able to determine what aspects of a curriculum project varrant summative field testing.	
			1.2.4.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a summative field test.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

1.2.1.1.A

1.2.1.2.A

1.2.1.4.A

1.2.1.5.A

1.2.1.5.B

1.2.1.6.A

1.2.2.1.A

1.2.3.3.A

1.2.3.5.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objectives:

1.2.1.1 The trainee will ba able to describe the use of objective and subjective evaluation processes in evaluating curriculum.

1.2.1.2 The trainee will be able to define formative evaluation from the perspective of curriculum development.

1.2.1.3 The trainee will be able to describe in detail the views on formative evaluation held by two persons nationally known for their work in evaluation.

1.2.1.4 The trainee will be able to identify the variables in curriculum development which should be considered in formative evaluation.

1.2.1.5 The trainee will be able to prepare a formative evaluation plan for a local curriculum development project.

1.2.1.6 The trainee will be able to determine the strengths and weaknesses of the formative evaluation plan for a selected curriculum development project.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.1 The trainee will be able to describe the use of objective and subjective evaluation processes in evaluating curriculum.

Enabling Activities	*Resources*	*Comments*
1.2.1.1.A In the past evaluation has often been equated with simple measurement and the values and beliefs of evaluation. Today, when curriculum evaluation is regarded by many as a new field of research, this can no longer be the extent of curriculum evaluation. Evaluation now ranges from that of highly objective to highly subjective judging, estimating and giving opinions about the extent to which certain changes need to be made. The objective level involves collecting and treating data. Effective evaluation of curriculum must be representative of an involvement of both subjective and objective evaluation procedures. This involvement does not just happen; it has to be planned into the evaluation plan. This involvement of both subjective and objective evaluation processes has the overall goal of collecting evidence which leads to decision making. An integration of both types of evaluation, i.e., objective and subjective leads to effective evaluation. For evaluation to be effective the following	1.2.1.1.A Resource File 1.2.1.1.A, containing: Hastings, J. Thomas, "Curriculum Evaluation: The Why of the Outcomes." From Short, and Marconnit (eds.). Contemporary Thought on Public School Curriculum. Dubuque, Iowa: William C. Brown, 1968, pp. 332-335. Stake, Robert E. "The Countenance of Educational Evaluation." From Contemporary Thought on Public School Curriculum (Short and Marconnitt, eds.) Dubuque, Iowa: William C. Brown, 1968, pp. 336-346. Grobman, Hulda. "Curriculum Development and Evaluation." The Journal of Educational Research, Vol. 64, No. 10 (July-August, 1971), pp. 436-442.	

1.2.1.1.A (continued)

haracteristics should be considered: cknowledged presence of values and aluing, orientation to goals, compre- ensiveness, continuity, and diagnostic orth.

An acknowledged presence of values nd valuing refers to the values an valuator holds. These values influence he value judgment which is made.

An orientation to goals refers to he nature and direction of progress or chievement which has been established. valuation is made in relation to the oals which had been adapted.

For evaluation to be comprehensive t must be broad. This again goes back o the goals to which it relates.

Continuity establishes evaluation hich is needed throughout every stage.

The characteristic of diagnostic orth refers to the ability of instru- ents to identify specific aspects.

Three references which describe he use of subjective and objective valuation processes are contained in esource File 1.2.1.1.A. Read each of he references to gain an understanding f the use of evaluation processes in valuation of curriculum. Summarize in a aragraph each of the authors' opinions f the use of objective and subjective valuation processes.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.1 The trainee will be able to describe the use of objective and subjective evaluation processes in evaluating curriculum.

Activity No.	*Evaluation Criteria*
1.2.1.1.A	Effective evaluation of curriculum must be representative of an involvement of both subjective and objective evaluation procedures. The involvement of both subjective and objective evaluation processes has the overall goal of collecting evidence which leads to decision making. Thus, an integration of both types of evaluation leads to effective evaluation. Three references were cited which describe the use of subjective and objective evaluation procedures. The trainee was asked to read each of the references to gain an understanding of objective and subjective evaluation procedures in the total evaluation procedures in the total evaluation process. The trainee was then to summarize in a paragraph each of the authors' opinion of the use of objective and subjective evaluation procedures. These paragraphs should reflect the trainees' understanding of the view of each author.
1.2.1.1.B	In this activity the trainee was to assume the role of a curriculum consultant. In this role the trainee was to prepare a presentation to the evaluation committee in memo form indicating the uses of subjective and objective evaluation processes. This presentation should reflect the trainees' understanding of the role of both subjective and objective processes. The memo should be evaluated in regard to the information presented.

Competency Component: 1.2.1 To asist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.2 The trainee will be able to define formative evaluation from the perspective of curriculum development.

Enabling Activities	*Resources*	*Comments*
1.2.1.2.A The evaluation of curriculum developed to provide feedback for the purpose of obtaining clues concerning needed changes. The evaluation of curriculum has grown rapidly and many new concepts have been formulated along with a new vocabulary. This new vocabulary has been helpful in the clarification of the function and the scope of evaluation of curriculum. A potentially useful distinction between two kinds of evaluation was developed by Scriven. It was Scriven's contention that "novel terms" should be used to describe these two kinds of evaluation. Thus, the qualifying labels "formative" and "summative" were proposed. In this competency component you will be looking at formative evaluation in depth. Later, you will be doing an in-depth study of summative evaluation. Therefore, it might be beneficial to look at competency components 1.2.3 and 1.2.4 to become aware of the information you will need. In the literature you will find formative and summative evaluation discussed together. In brief, formative evaluation is that evaluation which is employed while	1.2.1.2.A Scriven, Michael. "The Methodology of Evaluation." From Tyler, Ralph, Robert Gagne, and Michael Scriven. Perspectives of Curriculum Evaluation, AERA Monograph Series on Curriculum Evaluation, No. 1. Chicago: Rand McNally, 1967. Bloom, Benjamin, Hastings, J. Thomas, and Madaus, George. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Co., 1971. Baker, Robert. "Curriculum Evaluation." Review of Educational Research, Vol. 39, No. 3 (June, 1969), pp. 339-358. Schwen, Thomas. "Four Views of Formative Evaluation in Instructional Development." Viewpoints, Vol. 48, No. 6 (November, 1972).	

1.2.1.2.A (continued)

development is taking place whereas summative evaluation is that evaluation which is employed in the end, i.e., with a finished product.

There has been an influx of information in the literature concerning these two types of evaluation. For example, the Division of Instructional Systems Technology at Indiana University devoted its 1971 summer conference on research to formative evaluation in instructional development. The papers presented have been published in Viewpoints. Another example is the book Handbook on Formative and Summative Evaluation of Student Learning by Bloom and others.

The resources which have been selected should be helpful to you in gaining an understanding of formative evaluation. Keep in mind these resources are just a sampling. These should be used only as a point of reference. It is suggested you pay particular attention to the article by Scriven since he proposed the term formative evaluation.

It is your task to identify three different definitions of formative evaluation. List each of the definitions along with the author of the definition and the resource where it was found.

1.2.1.2.3

In the previous activity you became familiar with some of the literature and some of the different definitions of formative evaluation. In this activity you are to formulate and generate your own working definition of formative evaluation.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.2 The trainee will be able to define formative evaluation from the perspective of curriculum development.

Activity No.	*Evaluation Criteria*
1.2.1.2.A	Formative evaluation is that evaluation which is employed while development is taking place. This is one definition of formative evaluation. However, when there is an influx of information on a topic there are many definitions cited in the literature. The trainee was asked to use the cited references as a part of references in gaining an understanding of formative evaluation. From his search the trainee was to identify three different definitions of formative evaluation. The trainee was also asked to list the author of the definition and the resource where it was found. The definition should be discussed with the trainee in regard to the definition which he most agrees with and why.
1.2.1.2.B	From the information gained in the previous activity on locating different definition the trainee was to formulate and generate his own working definition of formative evaluation. The trainee's definition should reflect his understanding of formative evaluation. If the definition is too vague the instructor should give the trainee further guidance on the topic.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.3 The trainee will be able to describe in detail the views on formative evaluation held by two persons nationally known for their work in evaluation.

Enabling Activities	*Resources*	*Comments*
1.2.1.3.A Through your contact with the literature in the previous activities you should begin to have an awareness of some of the authors and the views they hold on formative evaluation. To extend your knowledge conduct a search of the literature with the purpose of identifying persons known for their work and contributions in the area of evaluation. Select two persons, read their work, and then describe in detail their views on formative evaluation. Keep in mind these are to be people who are known nationally and have contributed in the area of evaluation, not just the area of evaluation of curriculum.		

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.3 The trainee will be able to describe in detail the views on formative evaluation held by two persons nationally known for their work in evaluation.

Activity No.	*Evaluation Criteria*
1.2.1.3.A	In this activity the trainee was to conduct a search of the literature for the purpose of identifying persons known for their work and contribution in the area of evaluation. The trainee was to select two persons, read their work, and then describe in detail their views on formative evaluation. The trainee was cautioned to keep in mind that these people would have contributed in the area of evaluation, not just the area of evaluation of curriculum. The instructor should expect a range of response. However, there are common names that may be expected. These are: Flanagan Oliver Schriven Bloom etc.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.4 The trainee will be able to identify the variables in curriculum development which should be considered in formative evaluation.

Enabling Activities	*Resources*	*Comments*
1.2.1.4.A The launching of Suptnik by Russia stimulated a great deal of discontent with public education in America. For the first time there was an overwhelming interest in the school programs, particularly in the math and science areas. This interest resulted in curriculum change which was produced by a new approach. This new approach was a developmental process. This developmental process involved the production of new curricula using experimental tryouts of materials and collecting data which was in turn used for the improvement of curriculum before it was distributed. Since this is a very involved process projects were developed. These curriculum development projects consist of a group effort to produce curricular materials through a developmental process. The availability of federal moncys stimulated the interest in several curriculum projects. Initially these projects were putting emphasis on the curriculum for high school, specifically math and science. Probably the first of these projects was the Physical Science Study Committee whose function was to design a new high school physics program	1.2.1.4.A Resource File 1.2.1.4.A	

1.2.1.4.A (continued)

to better prepare students for college. Funding has been expanded to all levels of education and to all subject areas.

The developmental process which is used in the development of new curricular materials has several common facets. In this activity you will be looking at these facets and then identifying the variables in curriculum development which should be considered in formative evaluation.

Resource File 1.2.1.4.A contains a script which was written for the slide presentation, "A Primer on Curriculum Principles." The presentation is general in nature and is designed as an orientation to curriculum development principles. You are to review the script to develop a frame of reference regarding general procedures which are involved in curriculum development.

Also contained in Resource File 1.2.1.4.A is a transparency with a script presentation of a curriculum development model and the variables which should be taken into consideration in the curriculum development process. You are to use this information to gain a more specific understanding of the variables involved.

From the information presented in the script on curriculum development principles and the transparency on curriculum development model and variables, you are to generate a list of curriculum development variables which should be considered in the formative evaluation process.

1.2.1.4.B

From your study and the information you gained in the previous activity it should be apparent there are many variables which need to be considered before any formative evaluation is undertaken. For use in the completion of this activity select one of the variables which you identified in activity 1.2.1.4.A. Using this variable write a summary paragraph stating why this variable should be included in formative evaluation, the role it plays, what might be the result in the formative evaluation if it were not included, etc.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

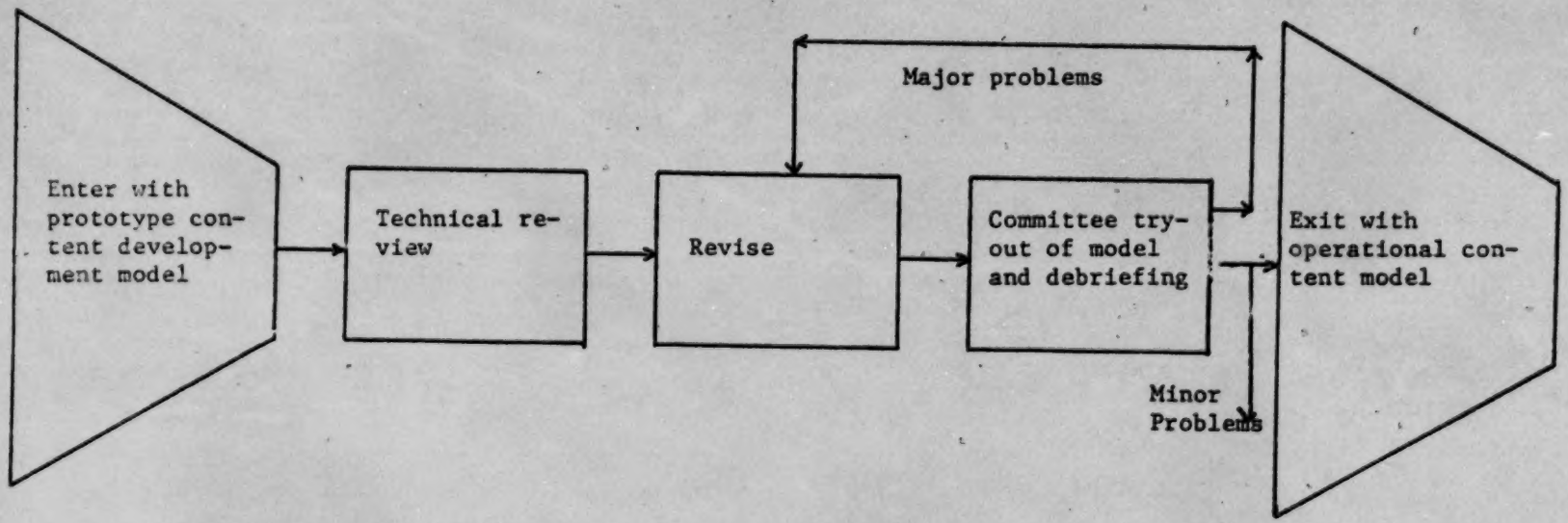
Behavioral Objective: 1.2.1.4 The trainee will be able to identify the variables in curriculum development which should be considered in formative evaluation.

Activity No.	*Evaluation Criteria*
1.2.1.4.A	When a formative evaluation is being conducted on a curriculum there are certain curriculum development variables which must be considered. To acquaint the trainee with these variables the following materials were used. "A Primer on Curriculum Principles" which is a general presentation in nature and is designed as an orientation to curriculum development principles and a transparency, script presentation of a curriculum development model and the variables which should be considered in the curriculum development process. From the information presented in the script on curriculum development principles and the transparency on curriculum development the trainee was asked to generate a list of curriculum development variables which should be considered in the formative evaluation process. The trainee's response should include most of the curriculum development variables which were included in the information used.
1.2.1.4.B	In this activity the trainee was to select one of the variables identified in the previous activity. Using this variable the trainee was to write a summary paragraph stating the importance of this variable, the role it plays in formative instruction, etc. The trainee's response should indicate he has an understanding of this variable and its use in the formative instruction process.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.5 The trainee will be able to prepare a formative evaluation plan for a local curriculum development project.

Enabling Activities	*Resources*	*Comments*
1.2.1.5.A The development of formative evaluation philosophy and methodology has contributed to the acceptance of the role of evaluation in curriculum development. The key element in the process is continuous feedback of data which is used to improve that which is being developed. A search of the literature will reveal many formative evaluation plans. These are usually in the form of a model with reference to a specific area, i.e., formative evaluation of pupil progress, formative evaluation of programmed text development, formative evaluation of test item development, etc. One example of such a formative evaluation model is the one by Allan J. Abedos. This model was designed to be used in the evaluation of a self-instructional multi-media learning system. Although this model of formative evaluation is not specific to curriculum development a great deal of information can be drawn from it. For example, the MK II Model (figure 3, page 21) could be used with any curriculum development procedure. For instance, let's look at the task of generating a content model. The flowchart model would be as follows:	1.2.1.5.A Resource File 1.2.1.5.A containing: Abedor, Allan J. "Second Draft Technology." Viewpoints, Vol. 48, No. 4 (1972), pp. 9-43.	


Major problems
Enter with prototype content development model
Technical review
Revise
Committee try-out of model and debriefing
Exit with operational content model
Minor Problems

1.2.1.5.A (continued)

Resource File 1.2.1.5.A contains the above cited reference. Read the reference to gain an understanding of formative evaluation models and their use. After you have done this, write a short paragraph summarizing the above model.

1.2.1.5.B

The purpose of activity 1.2.1.4 was to acquaint you with the curriculum development process. Resource File 1.2.1.5.B contains a summary write-up of a curriculum development project in a local school. Read the reference and generate a formative evaluation plan for the curriculum development project.

If you are familiar with a local curriculum development project you may feel free to use it as the basis for this activity.

1.2.1.5.B

Resource File 1.2.1.5.B

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.5 The trainee will be able to prepare formative evaluation plan for a local curriculum development project.

Activity No.	*Evaluation Criteria*
1.2.1.5.A	In this activity the trainee was asked to look at formative evaluation plans. The trainee was then asked to look at one specific formative evaluation plan in more depth. After doing this the trainee was asked to write a short paragraph summarizing this model. The responses of the trainees will vary, however, the following comments should be expected: -Formative evaluation should provide continuous feedback of data. -The feedback data should be used to improve that which is being developed, etc. The instructor need only look at the model to be aware of the trainees understanding of the model.
1.2.1.5.B	The trainee was to use the information in Resource File 1.2.1.4.A or information from a curriculum development project he was familiar with in the completion of this activity. The trainee was to use this information to generate a formative evaluation plan. This plan should reflect and indicate the trainee's complete understanding of formative evaluation.

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.6 The trainee will be able to determine the strengths and weaknesses of the formative evaluation plan for a selected curriculum development project.

Enabling Activities	*Resources*	*Comments*
1.2.1.6.A It was stated earlier that the key element in formative evaluation is the continuous feedback of data to be used in the improvement of that product which is being developed. This evaluation information is most beneficial when it is used to do the most good in implementing effective change. Resource File 1.2.1.6.A contains a copy of the formative evaluation designed and used in the field testing of Me and My Environment. This is a product of the Biological Science Curriculum Study (BSCS) project. You are to review this information to determine the strengths and weaknesses of the formative evaluation plan which was used. 1.2.1.6.B Using the information from the previous activity, discuss how the formative evaluation design from (BSCS) could be improved. The weakness of the plan which you identified would be a good point of reference.	1.2.1.6.A Resource File 1.2.1.6.A	

Competency Component: 1.2.1 To assist trainees in designing formative evaluation procedures for a curriculum development project.

Behavioral Objective: 1.2.1.6 The trainee will be able to determine the strengths and weaknesses of the formative evaluation plan for a selected curriculum development project.

Activity No.	*Evaluation Criteria*
1.2.1.6.A	Contained in Resource File 1.2.1.6.A is a copy of the formative evaluation designed and used in the field testing of Me and My Environment. The trainee was asked to review this information to determine the strengths and weaknesses of this formative evaluation plan. The trainees response should reflect his clear understanding of the formative evaluation process in the selection of these strengths and weaknesses.
1.2.1.6.B	In this activity the trainee was to discuss how the formative evaluation plan contained in Resource File 1.2.1.6.A could be improved. The trainee's response should consist of well thought out suggestions.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.2.2 To assist trainees in designing a formative field testing plan.

Behavioral Objectives:

1.2.2.1 The trainee will be able to determine what aspects of a curriculum project warrant formative field testing.

1.2.2.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a formative field test.

Competency Component: 1.2.2 To assist trainees in designing a formative field testing plan.

Behavioral Objective: 1.2.2.1 The trainee will be able to determine what aspects of a curriculum project warrant formative field testing.

Enabling Activities	*Resources*	*Comments*
1.2.2.1.A As you are aware by now evaluation is a major process that must be carefully planned and carried out. The day of merely looking at a project is past. Now a complete evaluation must be conducted. There are several reasons for this, i.e., projects must now account for what they are doing, more expertise is being expected, etc. In the process of formative field testing there are aspects of the curriculum project that must be looked at. These aspects which warrant formative field testing must be carefully and completely identified or the formative evaluation will not be complete. For example, the content must be looked at in this process. Unless this is included there would be little value in the formative evaluation report. In this activity you will be looking at the formative field testing report of Me and My Environment. This is a product of the BSCS project. This material is contained in Resource File 1.2.1.6.A.	1.2.2.1.A Resource File 1.2.1.6.A	

Behavioral Objective **1.2.2.1** ***Continued:***

1.2.2.1.A (continued)

You are to assume you are a curriculum consultant and you are working with a group of teachers on formative evaluation. These teachers will be doing formative evaluation field testing on a project they have just developed. So help them be aware of and understand what aspects of a curriculum project warrant formative field testing. You are going to use the BSCS material.

You are to prepare a presentation where you have identified the aspects that must be considered along with a rationale for including these aspects. The presentation may be in any type which you prefer. Examples of presentations would be audio-tape and script, transparency, slide-tape presentation, etc.

Competency Component: 1.2.2 To assist trainees in designing a formative field testing plan.

Behavioral Objective: 1.2.2.1 The trainee will be able to determine what aspects of a curriculum project warrant formative field testing.

Activity No.	*Evaluation Criteria*
1.2.2.1 A	In this activity the trainee was to assume the role of a curriculum consultant. In this role he would be working with a group of teachers who were responsible for the formative field testing of a project they had developed. To help these teachers be aware of and understand the aspects of their project which warrant formative field testing the trainee was to prepare a presentation based on the BSCS material contained in Resource File 1.2.1.6.A. This presentation was to identify the aspects of a curriculum project that must be considered along with a rationale for including these aspects. It was left to the trainee to decide upon the type of presentation. However, the following suggestions were made: audio-tape and script, transparency, slide-tape presentation, etc. The trainee's response should be evaluated on the following: creativity inclusiveness of information completeness etc.

Competency Component: 1.2.2 To assist trainees in designing a formative field testing plan.

Behavioral Objective: 1.2.2.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a formative field test.

Enabling Activities	*Resources*	*Comments*
1.2.2.2.A You should now have an in-depth understanding of formative evaluation In this activity you will use the information and knowledge you have gained thus far. You are to again assume the role of a curriculum consultant. In this role you are to develop a manual of procedures for formative field testing. This manual should include the following elements: 1. a list of variables which should be included in a formative field test 2. a set of criteria for formative field testing of curriculum products 3. a rationale for the number, location, and characteristics of the prospective sites required to effectively execute a formative field test of a particular curriculum product 4. the design for the data collecting procedure for a formative field testing project 5. a time line plan for formative field testing a curriculum product		

1.2.2.2.A (continued)

The above should be completely included in this manual. You may feel free to add any other elements which you consider important in a manual of this type.

It will probably be necessary for you to review part of the reference which you have already used in your study of formative evaluation. Be sure to include a bibliography of all the references which you use in the development of this manual.

This manual will be evaluated on the following:

creativity
neatness
completeness of information
type of information
etc.

Competency Component: 1.2.2 To assist trainees in designing a formative field testing plan.

Behavioral Objective: 1.2.2.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a formative field test.

Activity No.	*Evaluation Criteria*
1.2.2.2.A	The trainee was to again assume the role of a curriculum consultant. His responsibility was to develop a manual of procedures for formative field testing. The trainee was to use the information and knowledge he had gained thus far in the preparation of this manual. The following elements were to be included in the manual: 1. a list of variables which should be included in a formative field test 2. a set of criteria for formative field testing of curriculum products 3. a rationale for the number, location, and characteristics of the prospective sites required to effectively execute a formative field test of a particualr curriculum product. 4. the design for the data collecting procedure for a formative field testing project 5. a time line plan for formative field testing of a curriculum product This manual should reflect the knowledge the trainee has gained from working through the behavioral objective on formative evaluation. This manual should be quite comprehensive. It should be evaluated on the following. creativity neatness completeness of information type of information etc.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objectives:

1.2.3.1 The trainee will be able to define summative evaluation from the perspective of curriculum development.

1.2.3.2 The trainee will be able to describe in detail the views on summative evaluation held by two people nationally known for their work in evaluation.

1.2.3.3 The trainee will be able to identify the variables in curriculum development which should be considered in summative evaluation.

1.2.3.4 The trainee will be able to prepare a summative evaluation plan for a local curriculum development project.

1.2.3.5 The trainee will be able to determine the strengths and weaknesses of a summative evaluation plan for a selected curriculum development project.

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.1 The trainee will be able to define summative evaluation from the perspective of curriculum development.

Enabling Activities	*Resources*	*Comments*
1.2.3.1.A Mention was made earlier of how the terms summative and formative evaluation came into being. In your readings on formative evaluation you probably came into contact with the term summative evaluation. In fact, it was suggested that you look through the competency component pertaining to summative evaluation before starting your study. Summative evaluation is that type of evaluation which is used at the end or, when a product has been put into final form. In a sense this type of evaluation requires a judgement to be made. In the case of curriculum evaluation the judgement is in regard to the effectiveness of the curriculum. The process of formative evaluation not only involves judgement but usually results in major alterations . A search of the literature will reveal a vast amount of information on the types of summative evaluation. As is true with any other topics when there are many writers approaching the same topic there are many different defini-		

1.2.3.1.A (continued)

tions being generated.

The cited references describe the topic of summative evaluation. Using these references only as a point of departure locate other references which discuss summative evaluation.

Your task is to identify the different definitions of summative evaluation. List each of the definitions along with the author of the definition and the resource where it was located.

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.1 The trainee will be able to define summative evaluation form the perspective of curriculum development.

Activity No.	*Evaluation Criteria*
1.2.3.1.A	Summative evaluation can be defined as that type of evaluation which is used at the end or when a product has been put into final form. The term summative evaluation has received a great deal of attention in the literature. Anytime there are many writers approaching a topic there are going to be many definitions found. References were cited on summative evaluation. The trainee was to use these references as a point of departure to identify additional references. The trainee was then to identify three different definitions of summative evaluation. Each of the definitions were to be listed along with the author of the definition and the resources where they were located. These definitions should be discussed with the trainee in regard to the definition which he most agrees with and why.

Competency Component: 1.2.3. To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.2 The trainee will be able to describe in detail the views on summative evaluation held by two people nationally known for their work in evaluation.

Enabling Activities	*Resources*	*Comments*
1.2.3.2.A By this time you are probably gaining an awareness of some of the major contributors in the area of evaluation. Just as each writer formulates his own definitions each writer supports his own views on evaluation. In the area of summative evaluation you will discover many different views being expressed. To become acquainted with and gain a better understanding of these views conduct a search of the literature with the purpose of identifying persons known for their work and contributions in the area of evaluation. Select two of these persons, read their work, and then describe in detail their views on summative evaluation.		

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.2 The trainee will be able to describe in detail the views on summative evaluation held by two people nationally known for their work in evaluation.

Activity No.	*Evaluation Criteria*
1.2.3.2.A	In this activity the trainee was to conduct a search of the literature for the purpose of identifying persons known for their work and contributions in the area of evaluation. The trainee was to select two persons, read their work, and then describe in detail their views on summative evaluation. The trainee was cautioned to keep in mind that these people would have contributed in the area of evaluation, not just the area of evaluation of curriculum. The instructor should expect a range of responses. However, there are common names that may be expected. These are: Flanagan Oliver Schriven Bloom etc.

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.3 The trainee will be able to identify the variables in curriculum development which should be considered in summative evaluation.

Enabling Activities	*Resources*	*Comments*
1.2.3.3.A Mention was made earlier of the role of judgment in the summative evaluation process. When a summative evaluation is being made the evaluator or team of evaluators are expected to inform the developers of the merit of the program. In this process of summative evaluation there are certain variables which need to be considered. Although the evaluators are concerned with the finished product consideration has to be given to these variables which contribute to the makeup of the finished program. In this activity you will be identifying some of the variables in curriculum development which should be considered in summative evaluation. However, you will only be concerned with the variables and not with making any type of a judgment. Resource File 1.2.3.3.A contains material from the Social Living Curriculum being developed at Yeshiva University. Using this material or any material you may have found generate a list of the variables which should be considered in summative evaluation.	1.2.3.3.A Resource File 1.2.3.3.A	

1.2.3.3.B

In the previous activity you were responsible for identifying variables in curriculum development which should be considered in summative evaluation. In this activity you are to select two of these variables and discuss the role of these variables and why they should be considered in the summative evaluation process. This should be done in a summary paragraph for each variable.

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.3 The trainee will be able to identify the variables in curriculum development which should be considered in summative evaluation.

Activity No.	*Evaluation Criteria*
1.2.3.3.A	In this activity the trainee was asked to identify curriculum development variables which should be considered in summative evaluation. The trainee was asked to look at the material from the Social Living Curriculum being developed at Yeshiva University which was contained in Resource File 1.2.3.3.A. Using this material or any material the trainee may have selected the trainee was asked to generate a list of the variables which should be considered in summative evaluation. This list of variables should indicate the trainee has an understanding of these variables.
1.2.3.3.B	In the previous activity the trainee looked at curriculum development variables which should be considered in summative evaluation. In this activity the trainee was asked to select two of these variables and discuss the role of these variables and why they should be considered in the summative evaluation process. This was to be done in a summary paragraph for each variable. The trainee's response should reflect the trainee's complete understanding of the summative evaluation process.

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.4 The trainee will be able to prepare a summative evaluation plan for a local curriculum development project.

Enabling Activities	*Resources*	*Comments*
1.2.3.4.A Thus far you have become acquainted with the literature on summative evaluation, defined summative evaluation, read and described the views of people well known for their work in evaluation, and identified variables of curriculum development which should be considered in summative evaluation. In this activity you will be using the information and knowledge you have gained to prepare a summative evaluation plan for a local curriculum development project. Almost every school district is involved in some type of curriculum development project. This involvement will probably range from the work of a general curriculum committee working on some aspect of the curriculum to a major curriculum development project. Contact a school district to find out what involvement they have in the area of curriculum development. It may be necessary for you to contact more than one district to find something of significance being done in the are of curriculum development. Once you have identified an ongoing curriculum development project set up an interview.		

Behavioral Objective 1.2.3.4 Continued:
1.2.3.4.A (continued)

The purpose of this interview is to acquaint you with the project. During the interview you should get all the information possible, i.e., rationale, who is involved, content, etc., which you feel will be beneficial to you in the formulation of a summative evaluation plan.

1.2.3.4.B

You now should have an understanding of the curriculum evaluation project you identified in 1.2.3.4.A. From the information you have and your knowledge of the project you are to prepare a summative evaluation plan for this project. It may be necessary for you to contact the project more than once to obtain additional information you may need.

When you have your summative evaluation plan completed present it to those responsible for the project to get their reactions. Write a summary of their comments along with your summative evaluation plan and present them to your instructor.

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.4 The trainee will be able to prepare a summative evaluation plan for a local curriculum development project.

Activity No.	*Evaluation Criteria*
1.2.3.4.A	In this activity the trainee is to use the information and knowledge he has gained thus far to prepare a summative evaluation plan for a local curriculum development project. The trainee was asked to identify an on-going curriculum development project and to gain all the information about this project which he felt beneficial in preparing this plan. It was suggested this be done through an interview. The trainee was not asked to make any type of written response for this activity. What was gained will be reflected in the next activity.
1.2.3.4.B	Once the trainee felt he had a complete understanding of the project he was to prepare a summative evaluation plan for this project. Once the plan was completed the trainee was to present it to those responsibile for the project to get their reactions. The trainee was then to write a summary of these reactions to be turned in with the plan for evaluation by the instructor. The comprehensiveness of this plan will depend in part upon the comprehensiveness of the curriculum development project. The trainee's plan should be complete and indicate his understanding of the project and summative evaluation.

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.5 The trainee will be able to determine the strengths and weaknesses of a summative evaluation plan for a selected curriculum development project.

Enabling Activities	*Resources*	*Comments*
1.2.3.5.A Summative evaluation is conducted after the completion of a project or product. Therefore, any changes that are to be made will probably be major ones. In this activity you will be looking at a summative evaluation plan of a curriculum development project to determine the strengths and weaknesses of that plan. In Resource File 1.2.3.3.A you will again be looking at the material from the Social Living Curriculum from Yeshiva University. However, if you have a summative evaluation from some other project which you prefer to use, feel free to use it in the completion of this activity. Your task is to do an in-depth study of the summative evaluation of this project to identify the strengths and weaknesses. This will require you to use the information you have gained throughout this competency component on summative evaluation. It will probably be necessary for you to study the plan several times before you have identified these strengths and weaknesses.	1.2.3.5.A Resource File 1.2.3.3.A	

Competency Component: 1.2.3 To assist trainees in designing summative evaluation procedures applicable to curriculum development.

Behavioral Objective: 1.2.3.5 The trainee will be able to determine the strengths and weaknesses of a summative evaluation plan for a selected curriculum development project.

Activity No.	*Evaluation Criteria*
1.2.3.5.A	The trainee was asked to identify the major strengths and weaknesses of a summative evaluation of a curriculum development project. It was suggested the trainee use the materials in Resource File 1.2.3.5.A, however, if the trainee preferred another summative evaluation plan he could use it in the completion of this activity. It is very difficult to write up the evaluation criteria for this activity. However, the trainee's response should indicate he has an understanding of the summative evaluation process and he should have identified the major strengths and weaknesses of the summative evaluation of the curriculum development project.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.2.4 To assist trainees in designing a summative field testing plan.

Behavioral Objectives:

1.2.4.1 The trainee will be able to determine what aspects of a curriculum project warrant summative field test.

1.2.4.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a summative field test.

Competency Component: 1.2.4 To assist trainees in designing a summative field testing plan.

Behavioral Objective: 1.2.4.1 The trainee will be able to determine what aspects of a curriculum project warrant summative field testing.

Enabling Activities	*Resources*	*Comments*
1.2.4.1.A In the process of summative field testing there are certain aspects of the curriculum project that must be considered. These aspects which warrant summative field testing must be carefully and completely identified or the summative evaluation will not be complete. In this activity you are to determine what aspects of a curriculum project warrant summative field testing. To do this you are to identify an on-going curriculum development project. This may be on a national level or on a local level. If you use a project on the national level you will need to secure information from them which will allow you to determine these aspects. On the local level it would be possible for you to have an interview and visit the project to help you determine this information. You are to choose a curriculum development project and generate a list of the aspects which warrant summative field testing. Also write a rationale for each of these aspects in the summative field testing.		

Competency Component: 1.2.4 To assist trainees in designing a summative field testing plan.

Behavioral Objective: 1.2.4.1 The trainee will be able to determine what aspects of a curriculum project warrant summative field testing.

Activity No.	*Evaluation Criteria*
1.2.4.1.A	The trainee was asked to identify a curriculum developed project for use in gaining information for this activity. This project could be on a national level or local level. The trainee was to gain access to information to determine what aspects of a curriculum development project warrant summative field testing. The trainee was to use this information to develop a list of aspects to be considered. This list will vary but there will be common aspects, i.e., content, order, manner of presentation. etc.

Competency Component: 1.2.4 To assist trainees in designing a summative field testing plan.

Behavioral Objective: 1.2.4.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a summative field test.

Enabling Activities	*Resources*	*Comments*
1.2.4.2.A This activity will be a culmination of the activities pertaining to formative evaluation. You should now have an in-depth understanding of the summative evaluation process. Using this knowledge you have and the information you are to develop a manual of procedures for summative field testing of a curriculum project. This manual should include the following elements: 1. a list of variables which should be included in a formative field test 2. a set of criteria for formative field testing of curriculum products 3. a rationale for the number, location, and characteristics of the prospective sites required to effectively execute a formative field test of a particular curriculum product 4. the design for the data collecting procedure for a formative field testing project 5. a time line plan for formative field testing of curriculum product.		

1.2.4.2.A (continued)

The above elements should be completely included in this manual. If you feel there are other important elements that should be included feel free to include them.

Prepare a list of any references you use in the development of this manual. Many of the references you have already used in your study of summative evaluation will be beneficial. However, these should be only a point of reference.

This manual will be evaluated on the following:

creativity
neatness
completeness of information
type of information
etc.

Competency Component: 1.2.4 To assist trainees in designing a summative field testing plan.

Behavioral Objective: 1.2.4.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a summative field test.

Activity No.	*Evaluation Criteria*
1.2.4.2.A	In this activity the trainee was to use the information and knowledge he had gained in the previous activities pertaining to summative evaluation to develop a manual of procedures for summative field testing of a curriculum project. The following elements were to be included in this manual: 1. a list of variables which should be included in a formative field test. 2 a set of criteria for formative field testing of curriculum products. 3. a rationale for the number, location, and characteristics of the prospective sites required to effectively execute a formative field test of a particular curriculum product 4. the design for the data collecting procedure for a formative field testing project 5. a time line plan for formative field testing of curriculum product This manual should reflect the knowledge the trainee has gained thus far. This manual should be quite comprehensive. It should be evaluated on the following creativity neatness completeness of information type of information etc.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 1.0 Evaluating / Curriculum

Competency 1.3 A curriculum consultant should be capable of interpreting evaluation data on curriculum development.

February 1974

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #1: Evaluating / Curriculum

MODULE ELEMENT SCOPE:

This module is designed to assist you in gaining familiarity with evaluation models applicable to curriculum development, understanding the role of evaluation in curriculum development, and becoming skilled in designing both formative and summative evaluation procedures. Specific attention is given to activities requiring you to review the literature on curriculum evaluation in addition to activities which engage you in evaluation decisions. You will gain skills in designing, analyzing, and applying evaluation procedures to curriculum development efforts.

MODULE ELEMENT SPECIFICATIONS:

Competency 1.3: A curriculum consultant should be capable of interpreting evaluation data on curriculum development.

Competency Components:

1.3.1: To assist trainees in identifying resources on the interpretation of evaluation data.

1.3.2: To assist trainees in relating evaluation data to curriculum development project objectives.

1.3.3: To assist trainees in preparing curriculum evaluation reports.

Conference Record

Instructor _____

Office Address _____ Phone _____

Home Address _____ Phone _____

Other trainees on same module:

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			1.3.1.1 The trainee will be able to identify three major references on curriculum evaluation procedures which discuss data interpretation.	
			1.3.1.2 The trainee will be able to locate two available curriculum evaluation reports.	
			1.3.1.3 The trainee will be able to review a curriculum evaluation report and identify the data related to content, learner, and structure variables.	
			1.3.2.1 The trainee will be able to identify the behavioral objectives and their associated evaluation data given a sample curriculum evaluation report	
			1.3.2.2 The trainee will be able to determine the validity of the data collecting procedures and instruments used in a sample curriculum evaluation project.	
			1.3.2.3 The trainee will be able to determine the accuracy of the interpretations reported in a sample curriculum evaluation report.	
			1.3.3.1 The trainee will be able to differentiate between evaluation reports designed for lay, administrative, and teacher groups.	
			1.3.3.2 The trainee will be able to write an evaluation summary for a sample curriculum project given the evaluation data.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the module more complete as instructional packages.

1.3.2.1.B

1.3.2.2.B

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.3.1 To assist trainees in identifying resources on the interpretation of evaluation data.

Behavioral Objectives:

1.3.1.1 The trainee will be able to identify three major references on curriculum evaluation procedures which discuss data interpretation.

1.3.1.2 The trainee will be able to locate two available curriculum evaluation reports.

1.3.1.3 The trainee will be able to review a curriculum evaluation report and identify the data related to content, learner, and structure variables.

1.3.1

Competency Component: To assist trainees in identifying resources on the interpretation of evaluation data.

1.3.1.1

Behavioral Objective: The trainee will be able to identify three major references on curriculum evaluation procedures which discuss data interpretation.

Enabling Activities	*Resources*	*Comments*
1.3.1.1.A Thus far in this module concerning the evaluation of curriculum, the emphasis has been on evaluation models and their application to curriculum development, understanding the role of evaluation in curriculum, and becoming skilled in the design of both summative and formative evaluation procedures. Now, our attention is going to turn to that of the interpretation of evaluation data on curriculum development. The history of curriculum evaluation can essentially be divided into three parts. The first consists of the era when evaluation was synonomous with the administration of standardized tests. In the second era the concern was for the higher-order cognitive and affective objectives. Comparative evaluation was applied to the objective using either another group or norms. The final era, is one in which evaluation is extended beyond just that of measurement of outcomes to the improvement of programs or projects.		

1.3.1.1.A (Cont.)

Thus, it can be seen that evaluation has progressed far from that of being synonomous with achievement testing to that of the collection of all kinds of data that is relative. This data is then interpreted to provide the information as to the appropriateness, effectiveness, and comprehensiveness of the curriculum development program or project.

Since the remainder of this module pertains to the area of data interpretation it will be necessary for you to have a thorough understanding of this area. Therefore, you are to locate and identify three major references on curriculum evaluation procedures which discuss data interpretation. Remember these are to be three major references and not just any reference which may have a minor discussion pertaining to data interpretation.

1.3.1.1.B

Now that you have located and identified the three references you are to read the reference to gain as much information as possible on data interpretation. Remember, this information will be used in the remainder of this competency. Once you have read the references you are to select one of the references and write a summary report of the information presented in the reference.

Competency Component: 1.3.1 To assist trainees in identifying resources on the interpretation of evaluation data.

Behavioral Objective: 1.3.1.1 The trainee will be able to identify three major references on curriculum evaluation procedures which discuss data interpretation.

Activity No.	*Evaluation Criteria*
1.3.1.1.A	The evaluation of curriculum has progressed through three eras. The third era is the one in which data interpretation is a very important process. Therefore, it is imperative that the trainee has a working knowledge of what is meant by data interpretation, what is involved, etc. In completion of this activity the trainee was asked to locate and identify three major references on curriculum evaluation procedures which discuss data interpretation. The trainee was reminded to remember that the word major had been used and therefore it would be necessary to be careful in the selection of references. Since no restrictions have been placed on the trainee various responses should be anticipated. Therefore, it is very difficult to indicate acceptable references. Most of the major references that have been cited thus far in the module should be expected plus others the trainees will search out. The instructor should ask the trainees questions which would give him an indication of the depth of the reference. If the instructor should be in question as to the inclusiveness of the information in the reference, the trainee should be asked to supply the reference. The instructor should expect many good references from the trainees that he may not be familiar with. Therefore, those of special value should be noted for future use.
1.3.1.1.B	The trainee was reminded of the importance of the information gained in this activity in regard to the completion of the remainder of the competency. In completion of this activity the trainee was asked to read each of the three references and to then select one on which to write a summary report of the information presented. This summary report should indicate evidence of the trainee's understanding of data interpretation.

1.3.1

Competency Component: To assist trainees in identifying resources on the interpretation of evaluation data.

1.3.1.2

Behavioral Objective: The trainee will be able to locate two available curriculum evaluation reports.

Enabling Activities	*Resources*	*Comments*
1.3.1.2.A As was mentioned earlier, the evaluation of curriculum has greatly expanded and several reasons were mentioned for this rapid expansion. Needless to say, not all of the evaluations of curriculum which have been conducted have been of the highest quality, conducted by knowledgeable people, etc. However, the evaluation has still been done. Therefore, the person looking at a curriculum evaluation report should be very critical in his analysis of any evaluation report. He should be aware of the theory, techniques, tools, people involved, data, etc. In this Competency Component and the next, you are asked to complete several activities based upon a sample curriculum evaluation report. Since you will be using this sample curriculum evaluation report extensively, it is believed it would be most beneficial if you use an evaluation report you feel comfortable with. Therefore, it is your task in this activity to locate two available curriculum evaluation reports. You may select any		1.3.1.2.A Since you will be using this information in the completion of other Behavioral Objectives and since it often takes time to secure these reports, it will probably be to your advantage to complete this activity as soon as you feel you have a working knowledge of the availability of some of the curriculum evaluation reports.

1.3.1.2.A (continued)

curriculum evaluation report you are familiar with or aware of. However, in making this selection of the two evaluation reports, it is advisable to locate two which are quite comprehensive in nature as you will later be using one of these reports in quite extensive work.

1.3.1.2.B

In the previous activity your task was to locate two curriculum evaluation reports. After having selected these be sure to review them to decide if they are appropriate to use in Behavioral Objectives 1.3.1.3, 1.3.2.1, 1.3.2.2, 1.3.2.3 and 1.3.3.1. Once you have done this take both curriculum evaluation reports to your instructor so that you may both decide upon the better report to use in the completion of the remainder of this competency. You should be familiar with these reports and be able to present your rationale in the selection of the one report you feel most appropriate and comfortable with.

Competency Component: 1.3.1 To assist trainees in identifying resources on the interpretation of evaluation data.

Behavioral Objective: 1.3.1.2 The trainee will be able to locate two available curriculum evaluation reports.

Activity No.	*Evaluation Criteria*
1.3.1.2.A	In this activity the trainee was asked to locate two available curriculum evaluation reports. Since no restrictions were placed on the trainee these reports will be varied. Mention was made to the trainee that not all curriculum evaluation reports are of the highest quality. It is the task of the instructor to help the trainee realize the strengths and weaknesses of each of the reports.
1.3.1.2.B	The trainee was asked to review each of the reports keeping in mind one of the reports would be selected to be used in Behavioral Objectives 1.3.1.3, 1.3.2.1, 1.3.2.2, 1.3.2.3 and 1.3.3.1. Therefore, the trainee should be familiar with the report and have a clear rationale for the use of that particular report. It will be the responsibility of the instructor to make sure the selected report will be appropriate for the completion of the above cited Behavioral Objectives. If the report is not appropriate, comprehensive enough, etc., then the instructor and trainee should look at the other report located in the previous activity. Should this report not be appropriate then the instructor should assist the trainee in the location of an appropriate report.

Competency Component: 1.3.1
To assist trainees in identifying resources on the interpretation of evaluation data.

Behavioral Objective: 1.3.1.3
The trainee will be able to review a curriculum evaluation report and identify the data related to content, learner, and structure variables.

Enabling Activities	*Resources*	*Comments*
1.3.1.3.A Earlier in this module you were involved in the study of content, learner, and structure variables. At that time your responsibility was to justify the attention given to each of the variables in the evaluation of curriculum. As you will recall, content variables were identified as content validity, sequence, content integration, and the appropriateness of learning experiences. Cognitive abilities, cultural background, and prior educational history were stated as being the learner variables which should be considered. Structure variables include format, teacher characteristics, and administrative structure. Since you will again be working with these learner, content, and structure variables, you may wish to review this area. If that is the case it is suggested you return to Competency Component 1.1.4 and specifically to Behavioral Objectives 1.1.4.2, 1.1.4.3, and 1.1.4.4 for a review.		

1.3.1.3.A (continued)

At this point you and your instructor should have decided upon an appropriate curriculum evaluation report. This report is to be used in the completion of this activity. It is your responsibility to review this curriculum evaluation report to identify the data which are related to the content, learner, and structure variables. You are to submit this information in a written summary.

1.3.1.3.B

Let us assume you are one of several curriculum consultants which have been called in to do an analysis of the curriculum evaluation report before it is to be presented for publication. You are instructed that your task is to analyze the data related to the content, learner and structure variables. Your responsibility is to determine the appropriateness of each of these variables. You will probably want to use information from Behavioral Objectives 1.3.1.3.A in your work. Using this information decide if there were other variables which should have been included, if certain variables should not have been included, if variables were repetitious, etc. You are to complete this task and then present it as though you were presenting it to the committee responsible for

1.3.1.3.B (continued)

this curriculum evaluation report. You may do this in the form of a written report, a tape, transparency presentation, etc.

Competency Component: 1.3.1 To assist trainees in identifying resources on the interpretation of evaluation data.

Behavioral Objective: 1.3.1.3 The trainee will be able to review a curriculum evaluation report and identify the data related to content, learner, and structure variables.

Activity No.

1.3.1.3.A

Evaluation Criteria

In this Behavioral Objective the trainee was asked to review a curriculum evaluation report (the one which had been selected in the completion of Behavioral Objective 1.3.1.2) to identify the data related to content, learner, and structure variables.

The suggestion was made that the trainee turn to Competency Component 1.1.4 and specifically to Behavioral Objectives 1.1.4.2, 1.1.4.3 and 1.1.4.4 if a need was felt for a review of information concerning content, learner, and structure variables.

The trainees' task was to review this curriculum evaluation report and then prepare a written summary identifying each of the variables.

Many of the written summaries will probably appear in the following form or some alteration of this form:

Learner variables:
- I. cognitive abilities
  - A.
  - B.
  - C.
- II. cultural background
  - A.
  - B.
  - C.
- III. prior educational history
  - A.
  - B.
  - C.

And so forth for the content and structure variables.

Since no one specific curriculum evaluation report is being used by all the trainees the information included will vary. It will be the responsibility of the instructor to determine the appropriateness of the information presented by each trainee.

Competency Component: 1.3.1 To assist trainees in identifying resources on the interpretation of evaluation data.

Behavioral Objective: 1.3.1.3 The trainee will be able to review a curriculum evaluation report and identify the data related to content, learner, and structure variables.

Activity No.	*Evaluation Criteria*
1.3.1.3.B	In this activity the trainee was asked to assume the role of a curriculum consultant who had been given the responsibility of reviewing the data in the curriculum evaluation report which pertained to content, learner, and structure variables. The task was to review this information (suggestion was made that this be based on the reports submitted in 1.3.1.3.A) and determine the appropriateness of this information. The trainee was then asked to submit this report as it would be presented to the curriculum evaluation committee and the other curriculum consultants which were involved. It was left to the discression of the trainee as to how this information would be reported. The suggestions of written report form, tape presentation, transparency presentation, etc. were made but the trainee could make use of any approach. This report should be evaluated in terms of the comprehensiveness of the information, completeness of the information, etc. It should also be evaluated in terms of the avenue used in the presentation of the information. Just how this is evaluated is left to the discretion of the instructor.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.3.2 To assist trainees in relating evaluation data to curriculum development project objectives.

Behavioral Objectives:

1.3.2.1 The trainee will be able to identify the behavioral objectives and their associated evaluation data given a sample curriculum evaluation report.

1.3.2.2 The trainee will be able to determine the validity of the data collecting procedures and instruments used in a sample curriculum evaluation project.

1.3.2.3 The trainee will be able to determine the accuracy of the interpretations reported in a sample curriculum evaluation report.

1.3.2

Competency Component: To assist trainees in relating evaluation data to curriculum development project objectives.

1.3.2.1

Behavioral Objective: The trainee will be able to identify the behavioral objectives and their associated evaluation data given a sample curriculum evaluation report.

Enabling Activities	*Resources*	*Comments*
1.3.2.1.A In Behavioral Objective 1.1.4.1 you were involved in the study of behavioral objectives as related to the evaluation of curriculum. It was stated behavioral objectives are utilized in curriculum development because they serve the following functions: (1) provide the goals toward which the curriculum is aimed; (2) facilitate the selection and organization of content; and (3) provide for the evaluation of the outcome of the curriculum. In this activity you will be responsible for identifying behavioral objectives and their associated evaluation data. Again, you will be using the curriculum evaluation report you choose in Behavioral Objective 1.3.1.2. You are to analyze this curriculum evaluation report and identify the behavioral objectives which were used. Since this may result in a vast amount of information, you are only to identify them and be ready to discuss them. Once this is done you are to take a		

1.3.2.1.A (continued)

closer look and identify the associated evaluation data that pertains to the behavioral objectives in the curriculum evaluation report. Once you have identified this information write a summary as to the comprehensiveness, appropriateness, etc. of this information. This will require a very thorough analysis of the behavioral objectives and their associated evaluation data.

1.3.2.1.B

Most of the information you have gained on the use of behavioral objectives in curriculum development has been from a very positive approach. You may wish to refer back to Behavioral Objective 1.1.4.1 to refresh your memory. In the article "Educational Objectives: Help or Hindrance?" Elliot Eisner agrees that behavioral objectives (or educational objectives as they are referred to in this article) can have a hampering as well as a helping effect.

You are to read this article which is contained in Resource File 1.3.2.1.B. After reading this article discuss how the information presented here could relate to the behavioral objectives and their associated evaluation data presented in the curriculum evaluation report you are using.

1.3.2.1.B

1. Resource File 1.3.2.1.B

Eisner, Elliot W., "Educational Objectives: Help or Hindrance?" From Taylor, Peter and Doris Cowley. Readings in Curriculum Evaluation, Dubuque, Iowa: Wm. C. Brown Co., Publisher, 1970, pp. 23 - 27.

1.3.2.1.B (continued)

Or another approach you may wish to pursue would be to assume that the committee responsible for the curriculum evaluation report you are using adhere to Eisner's theory. Taking this into consideration, discuss how you think the report you have been using would differ from how it now appears.

Competency Component: 1.3.2 To assist trainees in relating evaluation data to curriculum development project objectives.

Behavioral Objective: 1.3.2.1 The trainee will be able to identify the behavioral objectives and their associated evaluation data given a sample curriculum evaluation report.

Activity No.	*Evaluation Criteria*
1.3.2.1.A	The trainee was asked to analyze the curriculum evaluation report (from Behavioral Objective 1.3.2.1) and identify the behavioral objectives which were used. Due to the vast amount of information which probably would be involved here the trainee was not asked to put these in written form, but rather to be ready to discuss them. You should discuss with the trainee the type of behavioral objectives used, the form used, clarity of the behavioral objectives, etc. to determine his understanding of the information. The trainee was also asked to identify the associated evaluation data that pertains to the behavioral objectives in the curriculum evaluation report. A written summary of this information was to be prepared. In the evaluation of this report it will be the instructor's responsibility to determine the inclusiveness of this information.
1.3.2.1.B	In completion of this activity the trainee was asked to read the article "Educational Objectives: Help or Hindrance?" by Elliot Eisner which is contained in Resource File 1.3.2.1.B After reading the article the trainee was asked to do one of the following. One, he could discuss how the information presented in the article could relate to the behavioral objectives and their associated evaluation data presented in the curriculum evaluation report. Or he could assume that the committee responsible for evaluation of the curriculum evaluation report which he is using adheres to Eisner's theory. Assuming this, he was to discuss how this report would differ from its present form. Whichever approach the trainee wishes to pursue, he should give evidence of his understanding of the article and how it bears on curriculum evaluation.

Competency Component: 1.3.2
To assist trainees in relating evaluation data to curriculum development project objectives.

Behavioral Objective: 1.3.2.2
The trainee will be able to determine the validity of the data collecting procedures and instruments used in a sample curriculum evaluation project.

Enabling Activities	*Resources*	*Comments*
1.3.2.2.A Earlier in this module you gained information about the different types of procedures used in the collection of data to be used in the evaluation process and also about the instruments which may be used. The information that is gathered by the different procedures and instruments may be of immense value or it may be almost worthless. To determine the value of this information attention must be given to the validity of the information. Validity refers to the capacity of the evidence to describe what it is designed to describe. Too often the criterion of validity is overlooked in the evaluation process. However, it is imperative that the validity of the data collecting procedures and instruments used be determined. Without determining this validity the evaluation process will have little meaning in the end. Taba talks about the importance of validity in the chapter "Evaluation of the Outcomes of Curriculum"		

1.3.2.2.A (continued)

which is contained in Resource File 1.3.2.2.A. It is your task to read the information Taba presents and also to locate and read at least one other reference on the topic of validity in the evaluation process.

1.3.2.2.B

Now that you are familiar with validity and its importance in the evaluation process you are once again to refer to the curriculum evaluation report you have been using. You are to use the information gained in the previous activity to determine the validity of the data collecting procedure and instruments which were used in the production of the curriculum evaluation report. Be sure to go through this information as thoroughly as possible. Once this has been done submit in written form your estimation of the validity of the data collecting procedures and the instruments. Be very specific and state examples where possible. Remember, the purpose of this activity is to better train you in the process of curriculum evaluation and should therefore reflect the knowledge and skill you have gained.

1.3.2.2.B

Resource File 1.3.2.2.B

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962, pp. 321 - 331.

Competency Component: 1.3.2 To assist trainees in relating evaluation data to curriculum development project objectives.

Behavioral Objective: 1.3.2.2 The trainee will be able to determine the validity of the data collecting procedures and instruments used in a sample curriculum evaluation project.

Activity No.	*Evaluation Criteria*
1.3.2.2.A	Validity refers to the capacity of the instrument to describe what it is designed to describe. In this activity the concern was with the validity of data collecting procedures and instruments used in the evaluation process. The trainee was asked to read Taba and also to locate and read one other reference on the topic of validity. The trainee was not asked to submit any type of written report as the information gained should be reflected in the completion of the following activity. As the instructor, you should ask the trainee to identify the reference he located, the type of information in the reference, the value of the information, etc.
1.3.2.2.B	The trainee was asked to use the knowledge gained from the readings in 1.3.2.2.A in the completion of this activity. The trainee was once again to refer to the particular curriculum evaluation report he has chosen earlier and to determine the validity of the data collecting procedures and instruments used. The trainee was reminded that this activity would reflect the knowledge and skills gained thus far in curriculum evaluation. Therefore, he was cautioned to be very specific in his written report. The instructor should particularly notice the preciseness of the information. If the information is too general and/or does not reflect a thorough understanding of the topic, the trainee should be questioned to see if he misunderstood the assignment or if he has a lack of knowledge and skill. If this is so, the instructor and trainee should discover why this is so and set forth to correct this gap.

Competency Component: 1.3.2
To assist the trainees in relating evaluation data to curriculum development project objectives.

Behavioral Objective: 1.3.2.3
The trainee will be able to determine the accuracy of the interpretations reported in a sample curriculum evaluation report.

Enabling Activities	*Resources*	*Comments*
1.3.2.3.A The emphasis of this Competency Component has been on relating evaluation data to curriculum development projects. Each of the activities were included to help you gain the ability to look at a curriculum evaluation report, to analyze it, then to determine the value of the report. One of the tasks which must be included in this process is the ability to determine the accuracy of the interpretation reported in a curriculum evaluation report. In this acitivty you are to refer to the particular curriculum evaluation report you selected and then thoroughly analyze the interpretations which are included in this report to determine the accuracy of these interpretations. This is not an easy task and will require considerable time and effort. Also, since you only have access to the written curriculum evaluation report you will in essence be making an interpretation of these stated interpretations. Therefore, it is essential that you have a complete understanding of your task. Submit		

1.3.2.3.A (continued)

your work in written report form. You are cautioned again to be very specific in the information you include.

Competency Component: 1.3.2 To assist trainees in relating evaluation data to curriculum development project objectives.

Behavioral Objective: 1.3.2.3 The trainee will be able to determine the accuracy of the interpretations reported in a sample curriculum evaluation report.

Activity No.	*Evaluation Criteria*
1.3.2.3.A	In completion of this activity the trainee was asked to refer again to the particular curriculum evaluation report he had selected. He was to analyze the report to determine the accuracy of the interpretations reported. Mention was made that in essence the trainee would be making an interpretation. Therefore, he was cautioned to be very specific in his analysis of the report. The trainees' response should be presented in written form and should reflect a complete understanding and knowledge of the report and the interpretations which were made.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

1.3.3 To assist trainees in preparing curriculum evaluation reports.

Behavioral Objectives:

1.3.3.1 The trainee will be able to differentiate between evaluation reports designed for lay, administrative, and teacher groups.

1.3.3.2 The trainee will be able to write an evaluation summary for a sample curriculum project given the evaluation data.

Competency Component: 1.3.3 To assist trainees in preparing curriculum evaluation reports.

Behavioral Objective: 1.3.3.1 The trainee will be able to differentiate between evaluation reports designed for lay, administrative, and teacher groups.

Enabling Activities	*Resources*	*Comments*
1.3.3.1.A Everyone evaluates. Have you ever heard a parent make a comment on a new math curriculum being implemented, a businessman comment on an organizational plan such as age-grade grouping vs. ungraded grouping, a student comment on the techniques of individualized instruction, etc.? All of these people are evaluating although it is not based upon a systematic evaluation process. In the past curriculum developers have realized the importance of involving various groups, i.e., lay people, parents, students, etc. in the development process. Just as it is advantageous to involve these people in development it has also been beneficial to involve them in the curriculum evaluation process. When the evaluation reports are written it is usually necessary to prepare reports for different groups. For example, lay people would not be interested in the same information administrative people would find beneficial.		1.3.3.1.A Since it often takes time to secure this type of information it is suggested that you complete thi activity as soon as you have a working knowledge of this area and the availability of these types of evaluation reports.

1.3.3.1.A (continued)

In this activity it will be your responsibility to locate an example of an evaluation report designed for each of the following groups:

1. lay people
2. administrators
3. teachers

You may be able to locate an example for each group from one particular project or you may have to resort to using three different projects. It is suggested that you contact the major projects if you wish to locate all three in one place.

You are to submit a copy of each to your instructor. However, since you will be using one of these reports in the following activity you may want to wait to turn in these evaluation reports until 1.3.3.1.B is completed.

1.3.3.1.B

In the above activity you located evaluation reports which contained information pertinent to lay, administrative, and teacher groups. You are now to select one of these reports which was written for one specific group, and rewrite it for another group. For example, take the evaluation report which was designed for the lay group and rewrite it so that the information is pertinent to the teacher group.

1.3.3.1.E (continued)

If you obtained all your evaluation reports from one project this would be impossible. Therefore, if this is the case you are to rewrite one of the reports for a parent group. This activity will require you to use all the knowledge and skill you have gained in this module. Once you have completed the task submit the report to your instructor for evaluation.

Competency Component: 1.3.3 To assist trainees in preparing curriculum evaluation reports.

Behavioral Objective: 1.3.3.1 The trainee will be able to differentiate between evaluation reports designed for lay, administrative, and teacher groups.

Activity No.	*Evaluation Criteria*
1.3.3.1.A	It has been stated that everyone evaluates. However, these evaluations are usually not based upon an evaluation process and may therefore be quite off base. Most curriculum evaluators have realized the importance of including various groups, i.e., lay groups, administrators, and teachers in the development and evaluation process. Since this is true it was the trainees' responsibility to locate an evaluation report designed for the following groups: 1. lay 2. administrative 3. teachers The trainee was asked to submit a copy of each of the evaluation reports for each of the groups. However, it was stated the trainee will be using one of these reports in the following activity and therefore, may wish to turn them in then. The instructor should go over each of the reports with the trainee to determine if the trainee has selected an appropriate report for each of the three groups. If there is some question as to that report pertaining to that group, the instructor should question the trainee as to why it was selected.
1.3.3.1.B	The trainee was asked to select one of the reports written for a specific group and rewrite it for another group. For example, he could take the report written for the lay group and rewrite it so that the information included would be pertinent to the teacher group. However, if the trainee secured all his reports from the same project this would be impossible. Therefore, that being the case, he was asked to select one of the evaluation reports and rewrite it for a parent group. This report should be quite comprehensive and reflect the trainee's knowledge and skill in this area. If this is not true of the trainee's response, he should be asked to redo the report.

Competency Component: 1.3.3 To assist trainees in preparing curriculum evaluation reports.

Behavioral Objective: 1.3.3.2 The trainee will be able to write an evaluation summary for a sample curriculum project given the evaluation data.

Enabling Activities	*Resources*	*Comments*
1.3.3.2.A Biological Sciences Curriculum Study (BSCS) is one of the largest of the national curriculum projects. You have been referred to them in your work in Module 6: Developing / Curriculum. The work you will be doing in this activity will be based upon information from the "Me Now" series. Since the Resource Files in Module 6 may not contain all this information it is suggested you write asking for any information on evaluation data pertaining to this series. Once you have received this information, you are to write an evaluation summary for this curriculum project. You are to further assume that you will be presenting this evaluation summary to the BSCS people. Therefore, you may include in this presentation any graphs, slides, transparencies, etc. you feel necessary. In essence, this activity is the culminating of this entire module and therefore should be of professional quality. It should reflect your understanding and knowledge of the area of curriculum evaluation. This report should be very complete, comprehensive, etc.		1.3.3.2.A You should write for this information as soon as possible. Be very specific in what you ask for.

Competency Component: 1.3.3 To assist trainees in preparing curriculum evaluation reports.

Behavioral Objective: 1.3.3.2 The trainee will be able to write an evaluation summary for a sample curriculum project given the evaluation data.

Activity No.	*Evaluation Criteria*
1.3.3.2.A	In completion of this activity the trainee was asked to prepare an evaluation summary for the "Me Now" series from the BSCS project. Since this activity is in essence the culmination of this module, it should reflect the trainee's understanding and knowledge of the area of curriculum evaluation. The report is to be prepared as though it were being presented to the BSCS people and should therefore be of professional quality. As the instructor of this module, it is your responsibility to be sure the trainee has a complete understanding of this field of study. If this is not the case you should help him overcome any lack of understanding or knowledge.